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ABSTRACT

This historical case study of the Ridgeway Elementary School from initial community contact through the completion of the first year of Individually Guided Education (IGE) assesses the attitudes of the parents; evaluates the cost factors associated with implementing the program; assesses the effects of IGE implementation on the local community; assesses the possibilities of using IGE materials in preservice, undergraduate, and graduate education courses; and evaluates the IGE materials as utilized by elementary teachers during their ongoing in-service program. This study is divided into seven sections. Section one provides (a) an introduction to and historical background of IGE implementation, (b) a chronology of major events leading to IGE implementation, and (c) a profile of the school. In section two the IGE facilitator views everyday school life from August to May. Section three discusses identifying, selecting, and preparing resources for IGE implementation. Section four deals with the influence of IGE on teachers' attitudes and behaviors. Section five reviews the initial effect of IGE upon the student, and section six discusses parent and community reaction. Section seven provides a summary of the purposes of the study. Tables and 10 appendixes are included. (PD)

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A CASE STUDY OF IGE
IMPLEMENTATION AT
THE JOHN RIDGEWAY PUBLIC SCHOOL
COLUMBIA, MISSOURI

Completed Under Contract
with the
Charles F. Kettering Foundation
by

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SECTION I

INTRODUCTION AND HISTORICAL BACKGROUND OF THE JOHN RIDGEWAY ELEMENTARY SCHOOL AND IGE IMPLEMENTATION

I. INTRODUCTION

In the early 1920's, a new elementary school was proposed in the northwest portion of Columbia, Missouri. Approval for planning the proposed building was given in January, 1922. The Oelon Guitar Estate was selected from a dozen different sites submitted by community groups and individuals. The site is of historical interest in that Mr. Guitar, a Columbia attorney, was a Civil War general. Known as the "Eagles Nest," the estate was located on a sixty acre tract bounded today by Providence Road on the west, North Garth Avenue on the east, Highway 40 on the north, and Sexton Road (the street the school is facing) on the south. The present Ridgeway School building is now what was then the front yard of the estate. The "Eagles Nest" was torn down in the early 1930's and residences were built on the remaining estate.

The building plans for the new school were approved by the Columbia School Board on the 26th of March, 1922. Construction began immediately and continued throughout the 1922-23 academic school year. The new school was dedicated in honor of John Cleveland Ridgeway, a Columbia resident serving with Company M of the 356th Division Infantry, who was killed in action on September 12, 1918 during the St. Michiel Drive.

Increasing enrollment stimulated the school trustees to expand the original facility. In 1934 new additions were made doubling the original number of classrooms.

The Ridgeway Elementary School implemented Individually Guided Education (IGE) in September 1972. Staff members from the Center for Educational Improvement, College of Education, University of Missouri-Columbia had the responsibility of acting as facilitators to the school in the implementation of the IGE program. The Charles F. Kettering Foundation contracted with the Center for Educational Improvement to provide a historical case study from initial community contact through the completion of the first year of IGE implementation in the Ridgeway School. The purposes of this grant were as follow:

1. To assess the attitudes of parents in a model IGE school.
2. To evaluate the cost factors associated with implementing the IGE program.
3. To assess the effects of IGE implementation upon the local community.
4. To assess the possibilities of using IGE materials in preservice, undergraduate, and graduate education courses.
5. To evaluate the IGE materials as utilized by elementary teachers during their ongoing inservice program.

II. HISTORICAL BACKGROUND OF THE RIDGEWAY IGE PROGRAM

The groundwork for an IGE school in Columbia, Missouri was initially laid by a council called the Elementary Curriculum Council. This council was composed of elementary teachers, supervisors, and principals whose primary purpose was to investigate Title III grant possibilities for developing an exemplary education program. It was later learned that the grant did not apply to the Columbia, Missouri Public Schools so the council set out to develop a proposal for a pilot elementary program through monies available from ESEA. Motivated by the possibility of funding through

ESEA,the program was designed to encompass the individualization of instruction.

Elementary principals within the district visited several innovative open space schools to observe more individualized approaches to educating elementary students. In particular, the principals visited the elementary schools at Webster College, Webster Groves, Missouri, and the James School in Kansas City, Missouri. (Neither of these schools were IGE schools.) Additionally, members of the council read much of the literature which pertained to individualized instructional programs. The council began to formulate what it felt would be the kind of educational atmosphere imperative for implementing a more individualized approach to instruction. As a result of these meetings, the council developed a document entitled "Philosophy and Rationale for Elementary Education in Columbia, Missouri." (See Appendix A for a copy of this document.) This document represents the results of a "We Agree" approach.

Dr. Frederick John Gies, a staff member in the Center for Educational Improvement (CEI), in the College of Education at the University of Missouri-Columbia, was invited by the council to discuss the Individually Guided Education program as developed by /I/D/E/A/. The council chose Dr. Gies because he had published an article in the Missouri School Board, September 1971, entitled "IGE Comes to Missouri: CEI and /I/D/E/A/ Implementing IGE." The Center for Educational Improvement was established as an Intermediate Agency for the disseminating of information about the IGE program and was attempting to establish a league of cooperating schools within the state.

During the first semester 1971-72 a series of meetings were held with officials of the Columbia, Missouri Public Schools for the purpose of acquainting them to IGE. Included in these meetings were the superintendent, assistant superintendent for instruction, elementary principals, the elementary school curriculum council, parents, and citizen groups.

The Elementary Curriculum Council drafted and presented for approval to the Columbia Board of Education, a document entitled "Concerns, Components, and Procedures for IGE Implementation." (See Appendix B for a copy of this proposal.) The content of this proposal was a result of a tremendous amount of work, thought, and time on the part of the members of the council. The school board gave its vote for approval to implement the IGE program. Consequently, a school was to be selected and its staff trained utilizing the criteria set forth by the council. The IGE school would begin implementation with the start of the 72-73 school year. After studying the elementary schools and interviewing principals and teachers, the Ridgeway School was selected for IGE implementation using the criteria of "ready, willing, and able."

During the spring session of 1972, the Ridgeway teachers were sensitized to IGE through the use of the color transparencies, the overview films, filmstrips, printed materials, and group interaction. A complete set of print materials was given to each teacher for additional study during the summer vacation.

The IGE summer workshop was scheduled for an eleven day period beginning August 8, 1972 and concluding August 22, 1972 with three additional days alloted for final unit planning and organizing within the school.

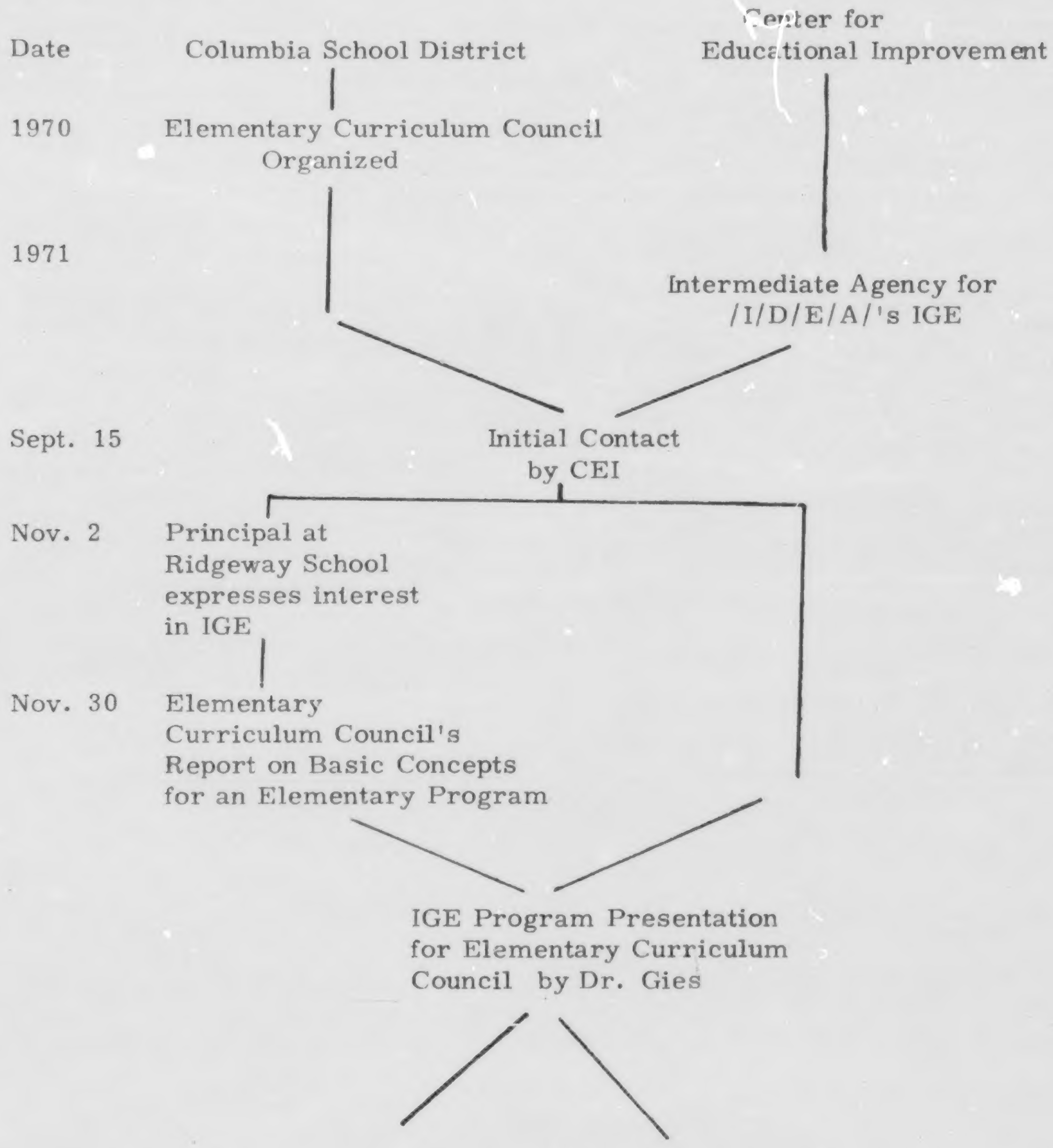
The emphasis during the summer workshop was with the implementation of language arts. Teachers were made aware of the need for identifying the goals and objectives necessary for a learning program. The teachers also took time to evaluate the basal text already in use at the Ridgeway School. Discussions were held in regard to supplementary materials needed because of the wide achievement range in the student population.

A time line for implementation of subject matter was recommended by the IIC and agreed upon by the total faculty. Math implementation was identified for January 1973, social studies, September 1973, and science for January 1974.

III.

Chronology of Major Events leading to IGE Implementation in Ridgeway Public Schools

The following schematic gives a visual representation of the dates and events that lead to the implementation of IGE in Ridgeway School.



Date
Columbia School District
Center for Educational Improvement
1970
Elementary Curriculum Council Organized
1971
Intermediate Agency for /I/D/E/A/'s IGE
Sept. 15
Initial Contact by CEI
Nov. 2
Principal at Ridgeway School expresses interest in IGE
Nov. 30
Elementary Curriculum Council's Report on Basic Concepts for an Elementary Program
IGE Program Presentation for Elementary Curriculum Council by Dr. Gies

(cont.)

Date	Columbia School District	Center for Educational Improvement
1972		
January 5	Approval of Elementary Education Program by Elementary Curriculum Council	
February 7	Columbia Board of Education's approval of new Elementary Education Program Report	
7	Authorization to implement new program (IGE) by Columbia Board of Education in the Fall 1972	
10	Ridgeway School Staff unanimously votes to request designation as the implementation school	
March 1	Dinner meeting with representative group of Ridgeway parents. (See Appendix C for a copy of correspondences sent to Ridgeway parents during this period of time)	
8-9	Meeting with all interested Ridgeway parents. The parents unanimously requested Ridgeway School be selected for IGE.	

	Columbia School District	Center for Educational Improvement
March 20		CEI's Committment to IGE implementation at Ridgeway completed
April 25		Signing of Agreement between Columbia School District and University of Missouri (i.e. CEI)
12 May 17		IGE Introductory lectures for Ridgeway School Staff and other interested administrators and teachers by CEI
May 11	Ridgeway Rap Session for all Ridgeway parents	
15	Ridgeway Newsletter to parents concerning rap session and IGE (See Appendix D for a copy of newsletter and rap session correspondence)	
August 8-21		Implementation Workshop for Ridgeway Elementary teachers (Discussed in detail in Section III of this report)
28	Ridgeway School opens	
		CEI staff works as advisors to Ridgeway Staff.

IV. RIDGEWAY SCHOOL PROFILE

Many changes have come about with the implementation of the IGE instructional mode within the Ridgeway Elementary School. Among the most noticeable are the modifications within the instructional unit and the physical plant.

For comparitive purposes a profile of the traditional school setting vs. the IGE mode can be found in Table 1.

TABLE ONE

Comparative Ridgeway School Profile

IGE MODE AND GRADE LEVELS	UNIT A			UNIT B		UNIT C			TOTAL
	K	1	2	3	4	5	6	SPE	
Pre-IGE Student Enrollment (May, 1972)	30	29	23	39	37	37	16	14	225
IGE Student Enrollment (May, 1973)	20	36	33	20	36	40	30	11	226
	(Total A = 89)			(Total B = 56)		(Total C = 81)			
Difference	-10	7	10	-19	-1	3	14	-3	1
Teachers Per Grade Level (Pre-IGE)	1	2	2	1	2	2	1	1	12
Teachers Per IGE Unit		5		3			4		12
Difference		0		0			0		0
Classroom Assignments (Pre-IGE)	1	2	2	1	2		4		12
IGE Unit Room Assignments		5		3			4		12
Difference		0		0			0		0

The student enrollment has not significantly changed through the first year of IGE implementation. Even the adoption of the open-transfer plan had little effect as shown in Table 2.

TABLE TWO

Ridgeway Elementary School Student Transfers

Requests for Transfer In	72
Transferred In	52
Transferred Out	26
NET GAIN	+26

The open-transfer plan allowed parents to freely transfer students in or out of Ridgeway Elementary School. This was accomplished with the abolishment of the school boundaries thereby making Ridgeway School district-wide, not limited to community boundaries.

An analysis of class size differences in Table 1 shows wide fluctuation of class enrollment from one year to another. However, a better comparison of class differences would be a cross grade difference, that is a comparison showing class advancement as seen in Table 3. Smaller variances in class populations can now be more correctly observed as one follows any one grade advancement enrollment from year to year.

Although there was reorganization of classroom assignments and development of the IGE unit, the total number and classroom assignments have remained the same. In addition, students per teacher ratios and students per classroom ratios have remained the same. These observations can be seen in Tables 4 and 5.

TABLE THREE

Comparison of Grade Level Advancement at Ridgeway School

GRADE LEVEL	K	1	2	3	4	5	TOTAL
Pre-IGE Enrollment (1972)	30	29	23	39	37	37	195
Grade Level	1	2	3	4	5	6	
IGE Enrollment (1973)	36	33	20	36	40	40	195
Difference	6	4	-3	-3	3	-7	0

TABLE FOUR

Student:Teacher:Classroom/Total School Ratios

	Student:Teacher	Teacher:Classroom	Student:Classroom
Pre-IGE	18.7:1	1:1	18.7:1
IGE	18.8:1	1:1	18.8:1

TABLE FIVE

Student:Teacher/Class (Unit) Ratios

	UNIT A			UNIT B		UNIT C		
	K	1	2	3	4	5	6	SPE
Pre-IGE	30:1	14.5:1	11.5:1	39:1	18.5:1	18.5:1	16:1	14:1
IGE	17.8:1			18.7:1		20.2:1		

Demographic data concerning the Ridgeway instructional staff was collected from thirteen of the seventeen full-time staff members. Table 6 contains a summary of these collected data.

TABLE SIX

Instructional Staff Demographic Data

DATUM	MEAN	RANGE	MODE	PERCENT
Chronological Age	37.6 yrs.	32 yrs.	30 yrs.	N.A.*
Teaching Experience at Ridgeway	4.7 yrs.	10 yrs.	5 yrs.	N.A.
Total Teaching Experience	10.8 yrs.	41 yrs.	9 yrs.	N.A.
Sex:				
Female	N.A.	N.A.	N.A.	100%
Male	N.A.	N.A	N.A.	0%
Race:				
White	N.A.	N.A.	N.A.	92.3%
Minority	N.A.	N.A.	N.A.	7.7%

* N.A. = Not Applicable

It is apparent that the instructional staff is of a typical faculty. The staff is predominantly white and female.

A demographic profile of the Ridgeway Elementary School student body was also collected from school district records. Table 7 shows a summary of these data.

TABLE SEVEN

Comparison of Student Body Demographic Data Pre- and Post-IGE

	PRE-IGE		POST-IGE	
	Number	Percent	Number	Percent
Sex:				
Boys	126	56.0%	124	54.8%
Girls	99	44.0%	102	45.2%
Total	225	100.0%	226	100.0%
Race:				
White	56	25.2%	68	29.8%
Minority	169	74.8%	158	70.2%
Total	225	100.0%	226	100.0%

Whereas sex ratios did not change appreciably, the race ratios have become more balanced within the Ridgeway School. The increase in the white student body population, though slight, was probably due to the adoption of the open-transfer plan and breakdown of the community school boundaries for Ridgeway.

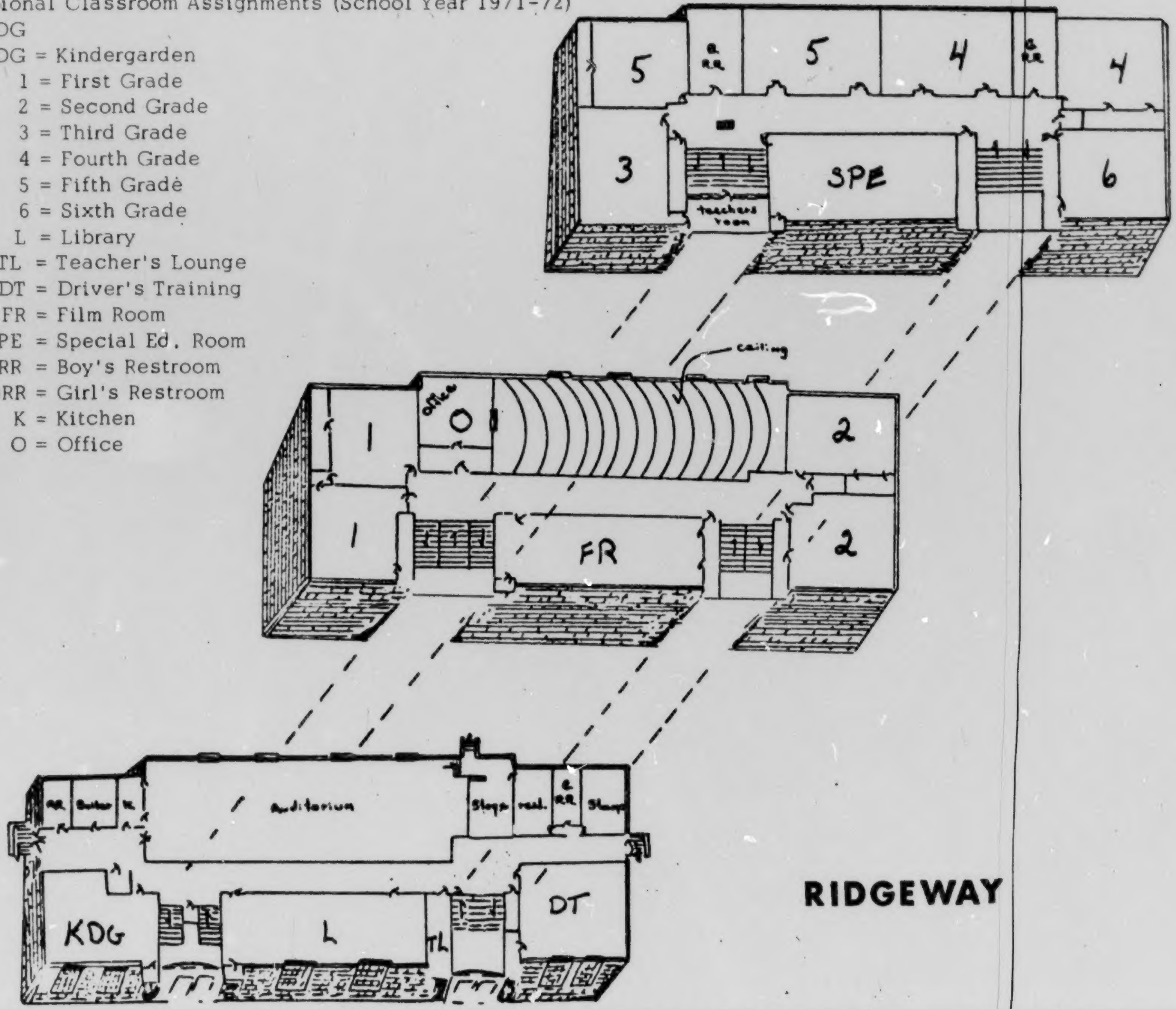
A comparison of classroom assignments for the traditional instructional organization and the reorganization after IGE implementation in Ridgeway Elementary School is clearly illustrated in Schematic I and II. The major change has been the reassignment of the special education, film, and kindergarten rooms, thus allowing closer association of the Unit organization. Another change was the location of a learning disabilities specialist in the basement.

Schematic I

Traditional Classroom Assignments (School Year 1971-72)

KDG

KDG = Kindergarden
1 = First Grade
2 = Second Grade
3 = Third Grade
4 = Fourth Grade
5 = Fifth Grade
6 = Sixth Grade
L = Library
TL = Teacher's Lounge
DT = Driver's Training
FR = Film Room
SPE = Special Ed. Room
BRR = Boy's Restroom
GRR = Girl's Restroom
K = Kitchen
O = Office

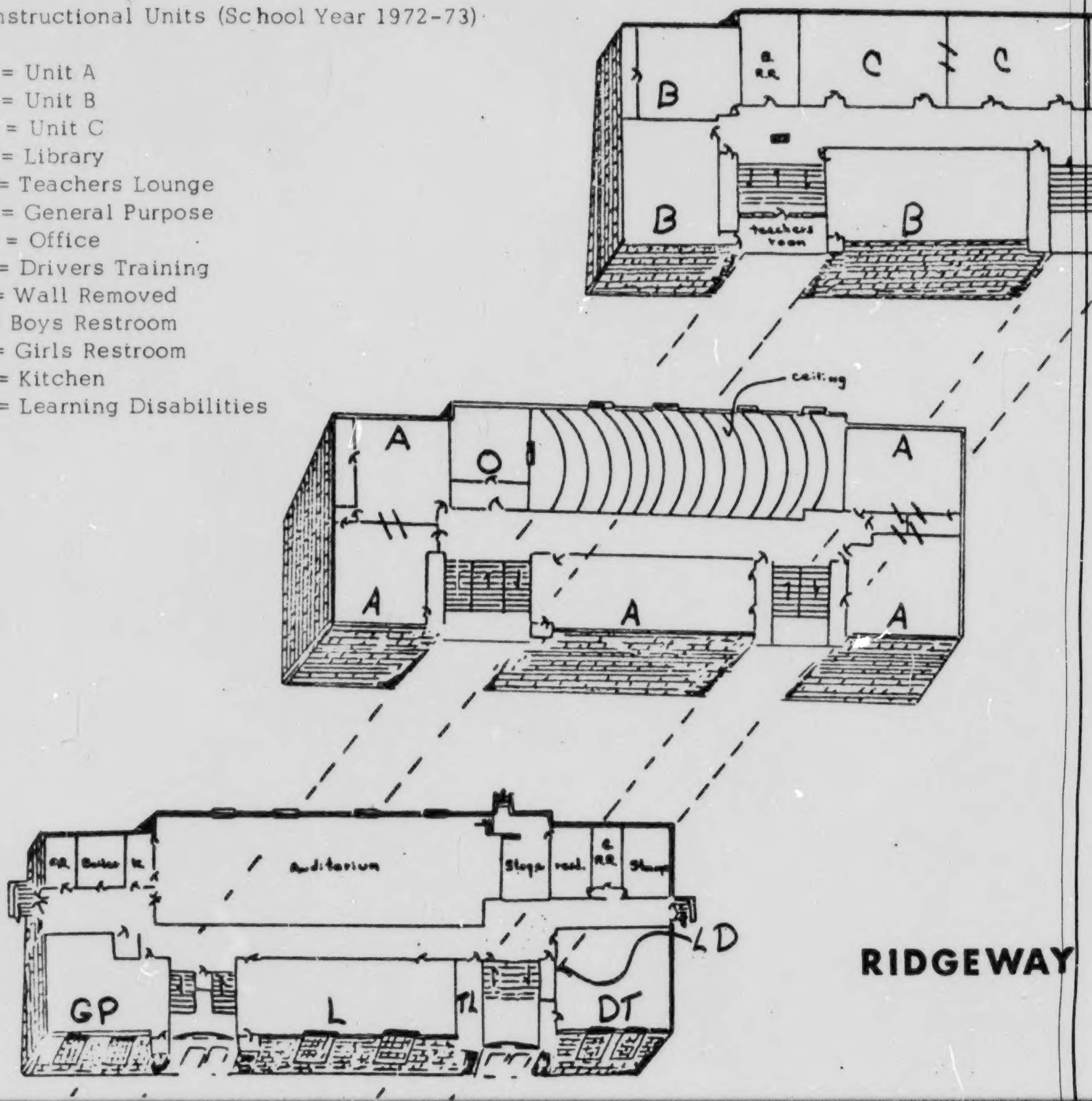

5
B RR
5
4
G RR
4
3
teachers room
SPE
6
ceiling
1
Office
O
2
1
FR
2
RR
Boiler
K
Auditorium
Stage
rad.
G RR
Shop
KDG
L
TL
DT

RIDGEWAY

Schematic II

IGE Instructional Units (School Year 1972-73)

A = Unit A
B = Unit B
C = Unit C
L = Library
TL = Teachers Lounge
GP = General Purpose
O = Office
DT = Drivers Training
// = Wall Removed
BRR = Boys Restroom
GRR = Girls Restroom
K = Kitchen
LD = Learning Disabilities


B
B
G R.R.
teachers room
C
C
B
G R.R.
C
C
ceiling
A
O
A
A
A
A
R.R.
Boiler
K
Auditorium
Stage
rest.
G R.R.
Shop
LD
GP
L
TL
DT
RIDGEWAY

Summary of the Findings of Ridgeway School Profile

1. There has been no significant differences since the implementation of IGE in Ridgeway Elementary School in:

   a. total school population
   b. teacher per unit (grade level) assignments
   c. total classrooms assigned
   d. students per teacher ratio
   e. teachers per classroom ratios
   f. students per teacher per classroom assigned

2. The instructional staff is typical within the Columbia School District.

3. The student body at Ridgeway School has not changed appreciably as to sex composition, however the racial composition appears to be changing.

SECTION II

EVERYDAY LIFE AT RIDGEWAY ELEMENTARY SCHOOL THROUGH THE EYES OF THE IGE FACILITATOR

The program observations and services provided during the 1972-73 school year are somewhat different than those regularly assumed by an IGE facilitator. In the case of Ridgeway, the facilitator was directly responsible for only this school, and, therefore, duties exceeded those customarily ascribed to an IGE Facilitator. This singular responsibility accounts for the detail in which the facilitator's duties are described.

The description of the nine month implementation is organized in a bi-monthly mode because the scheduled activities appear to follow this time parameter more compatibly.

I. AUGUST AND SEPTEMBER

August 21. I (the facilitator) was asked to attend a workshop which had been in session for 5 days at Ridgeway. I was introduced to the Unit Leaders and given some background in regard to the organizational pattern of the school. Unit leaders and Unit members were designing activities and assessment instruments for the first week of school. The teachers seemed most positive about the potential IGE promised.

The teachers were quite uneasy and somewhat apprehensive since the physical plant would not be ready for children on the 28th. I was at a disadvantage in trying to involve them in gaming board activities for growth in the area of implementation due to anxiety about when the building would be readied. I gave some direction in organization of the Unit and the implementation of the reading program.

August 22. The day began with a consultant from a book company talking about reading materials. The representative seemed to have adequate knowledge about the teaching of primary reading, but did not have knowledge about IGE, the management of reading or the teaching of intermediate reading. Her lack of helpful knowledge caused anxiety for many of the teachers.

I left the school site at 1:00 feeling rather subdued due to the overwhelming amount of work to be done and the staff's apparent lack of knowledge of details of IGE.

August 28. Arrived at the school about 9:15 a.m. The hallways were empty as children were undergoing orientation in the Unit areas. The principal was able to move from area to area and also answer questions from parents in the building. The children appeared to be happy about their new environment. Each Unit appeared to be well prepared for today and the days to come.

August 29. Upon visiting school at 2:30 p.m. I observed the termination of activities and preparation to go home. At 3:05 I entered the teacher's lounge where Unit C was meeting. They were a bit hostile and frustrated. I was asked to sit down and a comment was made, "I've had it, I'm through."

I asked that they not become overheated, but begin by talking about the day. Four major concerns were identified:

1. Too much movement
2. Lack of discipline
3. Inappropriate activities for the children
4. Furniture shortages.

We found some short-range solutions which helped them regain composure. I believed they were ready to attack the next day.

August 30. I arrived at Ridgeway at 8:20 a.m. to observe Unit A. The following is a detailed observation of the primary unit.

8:20 - Homeroom - collection of lunch money, roll call, Pledge of Allegiance.

8:30 - Homeroom activities with some children beginning to leave for other classroom areas. A slight problem developed with children entering the room to use the restroom. Unless each teacher in each area allows only one boy to go to this area there are likely to be some discipline problems as only one can enter the area at a time.

8:40 - The orange room (toy room) was chaotic, with children totally in control of everything. The toy items should either be put away or the children need a discussion regarding their use. Student teachers observing and assisting in the area were helpless.

8:50 - Some teaching stations are beginning to undertake diagnostic work. Most of the teachers have in mind what they wish to accomplish.

8:55 - Two areas are still doing homeroom activities. Some teachers had to be responsible for other children in adjacent areas.

9:10 - As work proceeded with the assessment instruments there was a marked need for transpositioning of furniture: (1) There is a need to arrange furniture so that teaching could be more effective than is the case in the present setting (no eye contact, unaware of some children and their behavior or needs), (2) Furniture should be properly fitted to the physical size of the room.

9:15 - Overall, the unit needs to establish some consistency in discipline. A child is treated differently in teaching stations; some kind of common agreement covering limitations and expectations is needed.

9:20 - I left and returned for afternoon meeting.

3:00 - A meeting was held with unit teachers to give them feedback on the above. I gave them positive feedback because they had provided a well-planned hour and they were making some adjustments to become more efficient.

The homeroom block of time was to have finished by 8:45; however, it extended until 9:07 a.m. This follow-up conference also provided them with an opportunity to ask questions regarding the planning system and its use with their new learning program.

I left the follow-up at 4:25 p.m.

Tuesday, September 4th. Dr. Wheeler, the principal of Ridgeway, joined me in observations from 8:15 a.m. to 10:15 a.m. Our primary mission was to look at the organizational pattern and the management of children at the beginning of the day and to try and see what kind of instructional program was evolving for the first part of the day. We spent a majority of our time in Unit B and Unit C. During our visit to Unit B, we observed one teacher who had operationalized individual instruction. This particular teacher was making use of a student teacher in addition to herself in the teaching of reading. There were five observable reading groups working in various activities. They were making use of media, audio-visual, and print. There were independent groups working and the class was structured yet flexible. In the other three teaching areas of Unit B, we observed what could be called "traditional" reading groups. All seemed to have direction--were somewhat more structured. One thing that was observed in the Unit B planning area was a detailed schedule for the day showing the area that each teacher was teaching in, type of group that she would have, and the subject being taught. This kind of information would prove valuable to Units A and C in their daily scheduling. While walking around in Unit C, a slight problem evolved which Dr. Wheeler handled. One youngster refused to go into an instructional area. He explained that the particular room was a fourth grade room last year and he did not wish to enter a fourth grade room when he was now a fifth grader. It was explained to him that all rooms there had a sign over them saying "Unit C." This seemed to satisfy the youngster.

The Unit C Leader asked, during the time that I was observing, if I would meet with them on that day to discuss their reading program. They had given the children the American Book Company assessment tests and needed some help in organizing the information to come up with reading groups and some practical information on how they might do their planning for teaching those groups. I met with them in the teachers' lounge and discussed the use of Part A and Part B of the placement test. We made the decision to use only the information from Part A - word recognition- to determine the reading groups. We then talked about sub-teams working together: two teachers working with two to three levels of reading,while the other two teachers in the Unit were also working with two to three levels. We discussed the use of incorporating spelling, handwriting, grammar with the reading programs. The discussion moved to the use of aids in teaching of reading, such as learning stations and independent type activity centers. I left that meeting feeling we had accomplished their objectives and that they felt a bit more relieved about what they were trying to do. I left the school on Tuesday at approximately 11:15 a.m. Dr. Wheeler returned to his regular administrative work. I felt that it was very beneficial for him to participate in the discussions in order that he gain understanding to cope with similar kinds of situations should they occur in the future.

Wednesday, September 6th. Visited school at 8:15 a.m. at which time I was confronted by the teachers in the primary unit, Unit A, to meet with them for a discussion of the arrangement of their children into reading groups. We set a time for early afternoon that day. During the morning, I observed teaching methodology in the three units. I think, overall, some of the things that the teachers need to work on, as far as the self-improvement program, would be utilization of the physical space to their advantage, beginning to work with children on becoming more independent in their work habits--knowing where things were in the room and without expecting the teacher to direct every activity. I think becoming more familiar with all the materials that they are going to use so that they know all of the potential that can be derived from the existing materials and organization of the things that are within their rooms is very important. Dr. Wheeler again joined me on Wednesday, and as we went around the buildings he noted some of the things that I have just mentioned. We also had a discussion regarding the outcomes that he had selected as his primary outcomes. I asked if these were in line with the outcomes each of the Units had selected. I could not obtain a firm commitment on this, although he discussed his major concern at this time was for the school to become involved in an organizational pattern--and that all feel comfortable with that. He was not concerned with implementing two subjects right away, but to become firmly entrenched in the implementation of one subject, specifically language arts-reading. I was to help people become comfortable before a major emphasis was placed on self-improvement outcomes. I had a feeling that soon we must help the staff understand the relationship between what they are doing and what the outcomes are in terms of measurement and direction of the program. I tried to emphasize this as the weeks went along.

I returned on Wednesday afternoon to work with Unit A on the reading program. Again, as I had done with Unit C, we looked at the scores for the children, drew some lines, made a recommendation that they administer another test to those children who fell below the levels of readiness. This test would determine whether they were in readiness or should be placed on the first or second step program. We talked about the use of student teachers and how they might work with the Ridgeway staff, i.e., the best utilization of the staff. I left the school at approximately 2:00 p.m. on Wednesday.

September 8th. I observed in the primary unit, Unit A, while two teachers were working with two groups and listening to a story. One teacher was working on beginning sounds and spelling. She also had a group working independently on consonant letters. As I proceeded through the primary unit, I found a teacher using worksheets which had a color word and a picture of an animal that was to be colored in to teach the child the relationship between the color and the word for the color. A student teacher was also involved in this activity. Proceeding to the next teaching area, I observed the culminating activity: using the figure. The students were to use all of the various individual colors that they had learned and apply them to one diagram, which was a monkey made up of various colors. Then, that afternoon, what they had done was to carry over with the reading groups from the morning with phonics, reading, and related activities. It appeared to be going very smoothly.

In Unit C, the reading-language arts research teacher pulled me aside and asked that we talk about what they had done in their preparation groups. She showed me the breakdown which looked adequate on the reading groups. She showed me the division of labor--which groups teachers were assigned. However, there was a problem within the Unit in that two teachers, who had the same approach to teaching, were going to work with the high groups according to the assessment, and two teachers, who had relied upon past experience which had been rather traditional, were going to work independently; as a consequence, there was a sub-unit of C made up of two teachers and two sub-units of the unit made up of one teacher each. At this point we had a conflict in terms of methodology of teaching reading.

In order to interact and help lend security to one of the teachers who desired to be alone in the teaching of reading, it was necessary to help her understand the use of all of the various materials included in the American Book Company reading program. In this way she could begin to feel comfortable in the use of the materials. Hopefully, this would broaden her spectrum of teaching in reading from a rather traditional approach to a more individualized approach. In order to accomplish this goal without advertising the fact that only certain teachers in the unit were having some difficulties I scheduled myself to spend a few minutes of time with teachers within each unit as they taught a specific lesson plan. In this way I could assist them with their materials in meeting the needs of the individuals they had been assigned as a result of the objectives.

Summary of August and September

The first two months having ended, many problems continued to recur which caused confusion and apprehension. The major problems, as I saw them, were the following:

1. Whether the assignment of teachers was appropriate to each unit.
2. The utilization of teaching experience and background to the best advantage.
3. A commitment on the part of the staff to the IGE concept.
4. Teacher dissatisfaction with the lack of personal help from /I/D/E/A/, CEI (Center for Educational Improvement) and the school district.
5. Student orientation to their new units and their relationship to other children in other units.
6. Ridgeway teachers' lack of understanding of the role of the facilitator; e.g. was the facilitator
    a. a demonstration teacher
    b. a spy for the University and administration for the district.

   c. a graduate student working on a case study for a dissertation.

7. Teachers finding enough time to do everything that needed doing.

8. A great need for positive feedback and pats on the back as an acknowledgment of the long hours of preparation and take-home work.

9. The very evident problem of helping teachers see that the instructional day could not match precisely the overt behavior in the IGE filmstrips in light of only two months of implementation behind them.

A few of the teachers made the whole procedure very difficult for themselves by thinking they had to adopt new IGE means for discipline, use of furniture, rapport with principal, fellow staff, and use of materials. In other words, a fairly seasoned pre-IGE staff had members who would characterize neophyte behavior by their actions in the classroom with IGE.

II. OCTOBER AND NOVEMBER

October 5th, 8:30 a.m. IIC Meeting. The principal and unit leaders are doing a very good job of having a prepared agenda and issuing minutes of all decisions made to other teachers and staff. One particular IIC agenda asked that I provide the members with items that they should recognize while visiting IGE schools in the Chicago area. I tried to mention items that would pertain to our implementation design. Specific outcomes with their associated tips and activities were related to the visitation.

While the IIC membership visited Chicago, plans and specific ideas were drawn up by unit leaders for the upcoming half-day inservice scheduled for October 6th.

October 6. Teaching members of Ridgeway and student teacher observers were present for a half-day of inservice activities. The following topics were presented:

1. The use of teacher aides
2. The role of the student teacher in the unit
3. The planning system and its implementation-review
4. The unit leader's role-(This topic was suggested by the unit leaders in order to help members of the unit understand more fully the need for planning for unit inservice and agenda).

At a later point in the inservice, a question about the IIC was asked. This inquiry led to a venting of pent up feelings that were bothering the teaching staff.

1. The IIC was an exclusive group of individuals that had become so efficient that they had forgotten everyone else.
2. What decisions were being made in the IIC? Did these decisions really represent the feelings of the staff.
3. Unit leaders were not justifying why they needed the released time during the instructional day.
4. The principal was not in his office behind the desk when he was needed. He seemed aloof because of the many responsibilities he was assuming around the entire school.

All of the above were voiced in the absence of the unit leaders and principal who were on a visitation in Chicago.

November - 1st week. We began the month of November with a visitor from the Innovative Programs Division of /I/D/E/A/. The objective observer commented, "For only two months of operating with IGE, your staff has come a long way toward being the model school in Missouri."

Constructive notes were also provided:

1. One member of a unit should observe the unit in operation in order to analyze use of time and measure the amount of duplication taking place.

2. Reinforcement was provided with the statement that social science and science would lend themselves to IGE more easily after the reading and mathematics implementation.

Reporting forms for parent conferences were devised to reflect the new learning program approach. A plea was made to parents for 100% participation. A variety of conference times were established to meet the needs of a large majority of our working community.

November - 2nd week. A General Policy Statement was adopted by the faculty through faculty input. Most of these resulted from the October 6th inservice meeting mentioned earlier in this journal. The following is a copy of the General Policy Statement:

1. *Most items of concern to the individual teacher will probably be best handled within the unit. However, the door to the office is always open and anyone should feel free to discuss any items of concern with the principal.*

2. *Regular inservice meetings will be held every Wednesday from 3:00 to 4:00. See IIC agendum for items.*

3. *Each member of the staff will receive a copy of the IIC agendum. If there is an item of particular interest to a unit member, arrangements should be made for that member to attend. All members of the staff should attend an IIC meeting some time during the year. It should be remembered that the IIC meeting is part of the division of labor and designed to give the unit teacher more time by freeing them from a one hour extra IIC planning meeting every week. Any staff member that has an item of concern relating to all units, or the school as a whole, should turn these items in to the respective unit leader or the principal in written form.*

4. *Each member of the staff will receive a copy of the minutes of each IIC meeting. If there is any question about any of the items referred to, the unit leader or the principal should be consulted for clarification.*

5. *The IGE guideline for discipline:*
    a. *First major offense and all minor offenses - Teacher*
    b. *Second major offense and repeated minor offenses - Unit*
    c. *Third major offense and uncontrollable minor repeats - Principal*

A written record should be kept of corporal punishment. The parents *should be contacted in the case of continuing problems. It should be recognized that the responsibility for discipline must be shared with the children as individuals and as a group. Discipline must be consistent to be effective.*

6. *Visitors are a vital part of our community public relations program. The impression a person holds of our IGE program is greatly enhanced by the friendliness with which they are treated. Groups will be limited to the number that can be handled by our observation rooms. Individuals will be allowed to observe in the unit areas as has always been the system policy. All groups and individuals will be scheduled and guided when possible. Unit members and unit leaders should not be disturbed for consultation during teaching time. This can best be determined by the individual staff member.*

7. *Teaching should always be fun, but should be even more so in a more relaxed and challenging atmosphere. The entire faculty should work to effect this climate. Any factors negatively affecting this goal should be discussed and corrected within the unit-if it is a unit problem. If it is a multi-unit problem it should be referred to the IIC for resolution.*

The following letter to parents explains the means for evaluating pupil progress.

Ridgeway School is now involved in a pilot program attempting to individualize the educational program for each child. In order to communicate the teacher's evaluation of the student to the parents, the report card will vary from those previously approved for the elementary division of the Columbia Public Schools. The grade reports issued November 8 will be for the first quarter only and will be altered for the second quarter.

The parents will still be informed through the report card concerning the relative placement of the program in which the child is working in the sequential skill areas (reading, arithmetic, and spelling) as well as how well that student is performing in the level of program in which he's been placed. In the other academic areas (social studies, science, and English) there is no sequence of skills involved; consequently, the indication on the report card will be in terms of how well the child is performing in the material being presented. During the Parent-Teacher Conference, the parents will be informed as to whether the instructional programs in these three areas are the ones for most students in that general grade level or are more basic ones for students experiencing difficulty in the typical educational program. More Parent-Teacher Conferences are going to be actively sought by the teachers so that parents will be better informed.

Specifically:

UNIT A

The report card will show the level of the reading program on which the student is being instructed by indicating the book being used as the basic program and the position it occupies in the sequence of books for the primary grades. The quality of the student's achievement in reading will be spelled out in narrative form in the comments section.

The level completed in mathematics will be shown for each concept while the quality of work being done by the student will be indicated in narrative form in the section for remarks. During the first quarter, all students in section A will be working only in the first three concepts. The level of the spelling program in which the student is being instructed will be indicated on the report cards as well as the quality of the achievement of the student.

For the first quarter only, no evaluation will be made on the report card in the areas of social science and science. This is because the concentration of effort has been in organizing the IGE program and in the evaluation of each child for individualizing the reading and mathematics program.

After the first quarter, however, the quality of the student's achievement in social science and science will be indicated in narrative form in the remarks section as well as whether it is the regular program or is being altered to accommodate a less academically inclined student. This will also be covered in more detail orally in the Parent-Teacher Conference.

UNITS B & C

The level of the student's reading and spelling programs will be indicated in narrative form in the remarks section as well as the quality of the achievement being realized by the student. The quality of his work will, however, be in terms of how well he achieves in the level in which he is being instructed.

The level of the mathematics program which the student has mastered will be indicated in narrative form in the remarks section as well as the quality of the work accomplished.

In the academic areas of social science, science, and language arts, the quality of the work being done will be indicated; however, whether those programs are the regular ones for students in his or her general grade level or adjusted for less academically inclined students will be indicated in the narrative.

At the end of the second quarter, an evaluation will be made concerning the parents' opinions of the evaluation program and whether they understand all the information the staff is attempting to communicate.

November 13. While some time has been spent organizing the Public Relations program for community and visitors from far away, a great deal of time was spent analyzing the parent conference information and exploring ideas for reaching those parents who did not attend, another problem arose at the school. There were some very real deficiencies in the preparation of student teachers. The following essays were submitted by two young ladies who were part of the first contingent of student teachers involved with the Ridgeway change program. Even though some statements might be a bit exaggerated, the units still had to analyze their operation. From this point on, the three units became more precise in the orientation of the student teachers and identifying expectations for them.

> *I have certainly enjoyed my experiences here at Ridgeway School during my student teaching. I feel that I have had many opportunities that I might not have had if placed in a self-contained classroom. It was very interesting being able to work under two teachers, who handled situations differently and taught in two completely different manners.*
>
> *The first week however, it was a difficult and trying job. We were instructed to observe and yet were asked to start working with small groups, without any knowledge of their activities or skill levels. It seemed as though we had to ask about so much which I expected would be information easily handed to us. (Such things as where the Teacher's Lounge and restrooms were.) After I got into the swing of things, I really enjoyed working with my groups. Most generally I could handle the materials and the discipline problems which arose.*
>
> *I wish we could have been observed a little more and had a little more feedback from our cooperating teachers. Many times I felt the class and I could both have benefited if the teacher would have suggested a different technique or possibly simple things like wording a phrase differently. So much of the time during the eight weeks, I never knew if I was doing OK, good, or terrible. I guess I just expected more comments from my actual teaching. However, I do know that the other teachers were very busy with their own groups. Many times I wondered how the program would work without student teachers because after the first couple of week, I taught basically throughout the day. Because of this, I saw very little teaching from the actual teachers, if any. So I didn't have many opportunities for observation.*

Our midterm evaluation was handed back to us at the end of our fifth week, but was never discussed with us which I expected. The same was true of our final grade and evaluation.

The IGE program has many fine and exciting points when used correctly and with a group of children who have the intelligence, reasoning, and logic to handle it. However, at this stage in the program it seems to be misplaced or mismatched. To my knowledge lower than the norm intelligence children who tend to have discipline problems need a structured program to reinforce security and self-confidence. They no longer have a desk, a room, or a full-time teacher. These were replaced by using tables, floors, tote trays and five to six teachers a day. The rug has been pulled out from under their feet and they are still stumbling from the jolt.

I know that this is the first year that the program was initiated at Ridgeway, and many of the wrinkles can be ironed out in time. However, in my eyes many of the Unit C children have been deprived this year, because of the program's structure. IGE is supposed to be flexible to fit the needs and interests of the children. During this time I have seen very little if any flexibility. A teacher can't take time out because she'll mess up some of her pupils' next lesson with another teacher in another room.

I plan on visiting next fall to see how the program is progressing. I do hope however, that if the program does not work in the future, that the administration, teachers, etc. will be able to say--it didn't work, and try a different approach. A lot of work has gone into working this program out and putting it into effect. But let's just hope that if it's needed we can back down and say--we were wrong.

IGE undoubtedly is a good plan; however, any plan must be executed under optimum conditions. Let's face it; Ridgeway doesn't possess these optimum conditions--namely, the intrinsic desire of the child to learn. The plan appears to "jump into the river before it learns to swim"; by this I mean the initiators of IGE seem to feel that children + IGE= learning. The cultural, socio-economic factors are seemingly overlooked, or at least considered too lightly. These children are uncooperative, easily distracted, whose backgrounds are lacking educationally as well as emotionally. This "logic" for placing IGE in such a situation fails my comprehension, my background.

I feel some "IGE" could work in a self-contained classroom. I frankly feel these children are cheated, cheated of the security and personal pride of possession they so badly need. In the end, which is most important, where do our values lie if we are more concerned with the facts in a child's head rather than the secure feeling he has inside or the "order" he experiences in his daily life? Are the ends so justified to sacrifice the means? I feel that if I were teaching at Ridgeway I would violently protest. The child is the most important aspect of the educational experience, not the number of math levels achieved in one year!

> *Don't Depair! There are definitely some good points to be made in regards to the IGE situation. The built-in success of the language program could only be made better by tying the objectives together with periodic reviews. The teacher-child ratio is very good as well; individual needs can be met.*
>
> *The main advise I would give would be that if and when a future student teacher is left alone, tell her where you will be in case trouble would occur. More feedback is needed concerning how well or badly the student teacher is doing. I had only one of my daily lesson plans returned in social studies and none for math; if the student teacher takes the time to prepare these lesson plans daily, the cooperating teacher should critique them and show her how she is doing! It is very hard to improve if you are unaware of what you are doing wrong.*
>
> *I hope this paper doesn't have critical overtones, as it wasn't meant this way; I hope it will help you with your future teachers.*

Summary of October and November

Refinement and smooth application of the physical education, art, music and library schedules surfaced at this time. Units were beginning to utilize agenda to reach decisions. All three unit leaders were becoming more task oriented.

As facilitator I began to emphasize the need for relating what we were doing in relation to the IGE outcomes. The use of inservice materials was inconsistent. However, all unit members did participate in establishing priority unit outcomes. Unit A, B, and C selected U 4. The principal selected P 3.

A Language Arts committee was established as a result of the IIC and identified a need to coordinate school-wide implementation of language arts. Plans for a math steering committee were also formalized as we planned for math implementation in January.

A great number of things that needed to be accomplished brought about a decision by the IIC to establish an inservice program every Wednesday from 3:00-4:00 p.m. Unit leaders felt this would ease the responsibility they were feeling to conduct inservice during the planning time.

Although plans were formulated to implement language arts in the fall of 1972, math in the winter of 1973, social science in the fall of 1973, and science in the winter of 1974, units appeared to be trying to implement all disciplines without a systematic means to plan all of them. I had concerns that the staff was going to feel overwhelmed.

Parent volunteers functioning as aides had been very unpredictable. Their roles were varied a great deal, not always with the approval of teachers. When volunteers participate in this role as clerical and "cut 'n paste" people they seem to lose interest and either changed roles or did not return. Owing to the fact that the school does have open enrollment, there were children from other attendance areas, many of which were schools with predominantly white children. (The volunteer aides were comprised mostly of white parents living in other communities with children in Ridgeway.)

Consistency in parent participation was one of the most difficult problems. I believed it affected the staff because they felt their long hours of commitment and desire to achieve new heights was not realized by the parents.

Ten student teachers and course E-190 students (clerical and observing sophomores and juniors) were included in the planning for future weeks. The principal made a more formal orientation, and teachers in the units had very precise job descriptions and teaching responsibilities. However, one problem continued to exist. The supervising teachers from the University had no training or detailed explanation of the Ridgeway program or IGE. This preliminary training would have solved many problems for our student teachers and the Ridgeway image in town and on campus.

The PTA could be termed a "support organization." Many of their contributions took the form of student equipment, providing feedback from the community, and offering suggestions for public meetings to elicit parent involvement.

III. DECEMBER AND JANUARY

December 7. Final plans were discussed in the IIC for the formal implementation of math in January. The school district had formalized a "lighthouse" program which fulfilled the needs for a model IGE learning program. It had been developed by district teachers with Title III, ESEA money and two Ridgeway teachers were on the developmental staff. This involvement by peer teachers stimulated an excellent attitude on the part of Ridgeway teachers to ensure success with the math program.

Christmas committees were appointed for the upcoming holiday season.

December 15. IIC--The group reviewed a social studies program for all ages (of the program) in anticipation of the implementation in the fall of 1973. A publishing company introduced revised objective booklets, coordinated activity booklets, and teacher guides, which gave new life to the teachers and the reading program. Things began to happen in the reading program in terms of a school-wide unified effort. Coordination of effort appreciated considerably and duplication of effort diminished. Children were becoming more involved in the reading program, and learning centers were evolving according to schedule.

Teachers and children were ready for a Christmas holiday and the accompanying vacation. Parties were held and goodbyes were said in anticipation of the return to the Change Program in January.

January 18. The need was being felt to extend the language arts activities in spelling. Several existing commercial programs were suggested and salesmen gave their presentations. It was most interesting to observe the teachers recalling their experiences from the past few months. They asked questions about the variety of the activities which might complement the various learning styles of Ridgeway children.

Dr. Wheeler, the principal, invoked the units to have their inter and intra unit observation and visitation. A schedule was provided showing the frequency with which each unit conducted various disciplines. Dr. Wheeler asked for teachers to contact him so that he might take their instructional group and provide them with observation time. This concept was discussed at length but, to my knowledge, there were very few respondents. Many factors probably inhibited a free exchange among the teachers. A sample of these factors might include the following:

1. Reluctance to enter someone else's domain
2. The feeling that it was not right to leave the children or instructional group
3. The person I visited might visit me
4. I could cause the observer a lot of anxiety by my presence

The five step self-improvement process which we will discuss this coming year ought to eradicate such ideas.

Discussion then focused on the kind of summer workshop needs the staff envisioned. We were trying to project and extend our efforts on the achievement of outcomes in both instruction and self-improvement.

Week of January 22nd. Individual meetings with Units A, B, and C were held. It became evident to me that my assistance in the implementation was going to have to be altered. Rather than my asking if there were needs and then initiating follow up, the unit members were going to have to identify needs and go through the principal to establish a specific meeting time and place. In other words, for the first time my role would change to reflect the design of a facilitator on call.

Summary of December and January

December holidays and vacation were richly deserved and welcomed.

The primary unit was establishing definite goals on a weekly basis to attack problems (e.g., student behavior). This approach was of great benefit to the operation. The unit leader was doing a fine job conducting meetings and identifying tasks. There appeared to be great unity among members. They, however, were quite satisified to be independent of the other two units.

The middle unit had done a consistent job of individualizing in the area of reading. There appeared to be some strife among members due to the work load coupled with continuing disagreement with a rather directive unit teacher. Being the smallest of the three units perhaps helped them give the appearance of knowing the children well, in addition to exhibiting real unity of purpose and a feeling of togetherness.

The unit with older children was still groping with some teacher classroom assignment problems. All four teachers were competent in their own room. However, I sometimes received the impression that two members were quite concerned about what was happening to children in their program but have lost control of discipline.

The physical arrangement allowed for four teaching stations. Two were self-contained type rooms with a doorway, and an area between. These two rooms offered security to two teachers, whereas the other area had two connected rooms because a complete wall had been removed. This apprehension, among other things, caused a breakdown in terms of teachers carrying out designed plans. A note of "my children," "your children" could be detected. A move to combine one open teacher and one not so open into the large area was suggested and carried out. It functioned somewhat satisfactorily in the days that followed, but did not resolve the basic issue. This unit had the most difficult job with a group of mature youngsters, who had never assumed real opportunities for self-selection and autonomous movement during school time. Teaching was not fun for these teachers. The unit leader was searching for help.

IV. FEBRUARY AND MARCH

During February and March, discussion centered around the movement of students from unit to unit (cross teaming) to better utilize the personnel and materials in math. Discussion and a plan of action to study how unit members might be moved from one unit to another, and how new unit leaders would be hired if needed, happened during this period.

Great concern arose every month regarding the pro-social behavior of many children relating to values of self esteem and self control. Teachers appeared to be very weary from attempting to keep the lid on constantly. The principal selected a program for this purpose and distributed it to unit members. It was organized to assess children on their social needs. The teacher analyzed the information and then referred to a prescription suggested in the book.

As spring approached the playground rules needed revamping. As the middle of March approached, the IIC tabled the guidelines for transfer of staff members and those for unit leader selection.

During the middle of March a seasoned teacher remarked, "Whatever happened to our student council?" This question suggested potential assistance to our developmental needs. "Is it okay to have a student council when using IGE?" was still another question. Elections were subsequently held and members were elected on the basis of one representative for every 30 students in a unit. The meetings were held each Tuesday at 8:30 a.m.

Summary of February and March

In summary, the definitive criteria to be used for movement of a student from one unit to another evolved in February and March. These criteria were as follows:

a. Age
b. Maturity
c. Peer group relationships
d. Physical size
e. Academic ability
f. Numbers of student leaders remaining in unit
g. Family relationships

I provided an inservice program on the afternoon of March 28th. We concerned ourselves with monitering results on the achievement of outcomes as individuals and as a unit. This discussion and exchange of ideas provided direction for the unit leaders and for me in terms of the remainder of the school year and the summer work time.

The Educational Testing Services Questionnaires were administered to the principal and the IIC. The following summarizes their responses at this point in time.

QUESTIONNAIRE FOR THE PRINCIPAL

1. RATING UNIT LEADERS ON VARIOUS ROLE ASPECTS.
Considering activities and performance at this time, please indicate the number of unit leaders you would rank as doing poorly, adequate, and well. For example, assuming 5 unit leaders, you might rate them on a given task in this way: 1 performs poorly, 2 adequately, and 2 well.

Total Number of Unit Leaders: 3

		POOR	ADEQUATE	WELL
(a)	Is efficient in discovering and utilizing resources: staff, space, materials, assistance			3
(b)	Performs liaison functions between the unit (its concerns & needs) and the IIC and principal			3
(c)	Assists interns, student-teachers, aides, and new teachers in their unit roles		3	
(d)	Evokes positive attitudes toward new methods, and new materials, and curricular & instructional changes			3
(e)	Plans and carries out the instructional program in the unit for the IGE subject(s)		3	
(f)	Maintains effective communication with parents		3	
(g)	Conducts constructive unit meetings, including planning, inservice, problem solving			3
(h)	Contributes meaningfully (through the IIC) to the educational program of the whole school			3
(i)	Demonstrates and practices good teaching approaches			3
(j)	Makes use of opportunities to perfect his/her skills		3	
(k)	Monitors and coordinates all the aspects of the unit as a "school within the school"		3	

2. Were you principal of this school in 1970-71? YES in 1971-72? YES

3. Became multi-unit/IGE school in 9-71 2-72 Other 4 -7 2

4. Please try to describe the present general feeling and attitude of the total staff toward the multi-unit organization (MUSE) and toward individually guided education (IGE)--as you see it now. Please enter rough percentages of the staff in any or all of the 4 categories (to the nearest 5%).

	Cautious	Neutral	Agreeable	Enthusiastic	
GENERAL FEELINGS TOWARD MUSE	%	%	20 %	80 %	100%
GENERAL FEELINGS TOWARD IGE	%	%	20 %	80 %	100%

5. How do you define the "beginning point" of your installation of MUSE/IGE? That is, what event or circumstance marks the point before which you were in the planning and preparation period but after which you would say that your school was actually a "MUSE?IGE school?" Please check one choice below, or indicate a more precise one under "Other."

✓ (a) Decision by school staff to be committed to MUSE/IGE
___ (b) Selection of the Unit Leaders
___ (c) First regular meeting of the IIC
___ (d) Choice of subject area(s) for IGE
___ (e) Organization of teachers and students into functioning units
___ (f) Initiation of the Wisconsin Reading Design: Assessment of pupil status
___ (g) Initiation of other individualized curriculum: Assessment of pupil status
___ (h) Preschool Workshop for the school staff
___ (i) Development of the IMC or Learning Center or Media Center
___ (j) Initiation of inservice training
___ (k) Initiation of team functions (planning, sharing, teaching) in the units
___ (l) Delineation of general or specific objectives in IGE subject area(s)
___ (m) (Other) ___________________

6. From your point of view as Principal, which of the following have given particular difficulty this year in implementing MUSE/IGE? Please check all applicable items, but only if these have been continuing or serious problems to effective implementation.

___ (a) Ineffective leadership of some or all unit leaders
___ (b) Confusion over roles and responsibilities
✓ (c) Teachers working too hard and long; "burn-out"
___ (d) A sizable number of teachers not fully committed to MUSE and IGE
___ (e) Availability of effective consulting assistance from outside the school
___ (f) Resistance to idea of teaching multiage groups of students
✓ (g) Problems in teamwork, planning, & sharing within any or all units
___ (h) Departmentalization of instruction in the units
___ (i) Problems in communication in the school: between units; access to the principal; teachers and the IIC; staff meetings: attitudes
___ (j) Problems in IMC: Materials, staffing space and accessibility
___ (k) Problems in inservice training: content, frequency, time relevance
___ (l) Competition among the units
✓ (m) (Other) STUDENT DISCIPLINE OR ADJUSTMENT

7. All things considered, if you could set up a workshop of your own devising right now--concerned with MUSE/IGE installation and refinement--

   (a) What would its purpose and topic be?

   ____

   ____

   (b) For whom would it be held? That is, who would be the "audience?"

   ____

QUESTIONNAIRE FOR THE IIC
(as a group activity)

			YES	NO
1.	a.	The IIC regularly meets for 1 hours per week.		
	b.	Are these meetings regularly scheduled at a given time?	✓	
	c.	Is an agenda regularly prepared for IIC meetings?	✓	
		If YES, is it printed and distributed in advance?	✓	
	d.	Does the IIC keep a formal log or set of minutes?	✓	
	e.	Are minutes or reports of IIC meetings generally distributed after the weekly meetings?	✓	
	f.	Do you sometimes request non-IIC members (of the school staff) to attend IIC meetings?	✓	
	g.	When was the IIC set up? (month and year) AUGUST 1972		
	h.	When did the IIC actually begin functioning as a governing group for the school's instructional program? AUGUST 19 72		

2. Roughly what percentage of IIC time has been devoted to the following broad activities so far this year? (to the nearest 5%)

15 (a) Monitoring IGE implementation in the school and evaluating progress
5 (b) Dealing with, explaining to, or getting support of--parents
15 (c) Aiding the units in instructional programing in IGE subject(s), and related assistance such as materials and recording pupil progress.
5 (d) Planning and arranging in-service training for the whole staff
25 (e) General management of the school and personnel relations
30 (f) Planning of all sorts for 1972-73 and 1973-74 operations.

5 (g) Other INVESTIGATING OTHER IGE PROGRAMS

3. Many have expressed a need for "technical assistance" in accomplishing MUSE/IGE implementation--above and beyond the personnel, financial, materials, or other supportive requirements they may have. What are the 3 or 4 most pressing technical-assistance needs at your school?

(Use space below and at bottom of page 2)

1 - Curriculum Construction

2 - Personnel and Time Management

3 - Method of Increasing Student Responsibility

4 - Role Delineation

5. Any or all of the following topics may present problems to a school in the process of embracing and implementing MUSE and IGE patterns. This wide range is based on feedback from schools engaged in implementation. As the IIC group, please consider which of these have been really nettlesome during this school year--items which have presented troublesome obstacles to a smooth MUSE/IGE implementation.

Then, choose the four of those items that have been the most serious in your school's implementation this year, and mark those four in the column shown. Please check no more than 4 items.

1. Keeping records and recording student progress for IGE	
2. Stating instructional objectives in behavioral terms	
3. Grouping students for instruction	
4. Multiage grouping in rooms, classes, or units	
5. Assessment of students' achievement status and needs	
6. Working on two or more IGE subjects	✓
7. Implementing the ICE instructional programing model	
8. Teaching all the various sizes of instructional groups	
9. Level of support/cooperation from parents	
10. Level of support/cooperation from district personnel	
11. Reporting and explaining to parents & community	
12. Overall school schedules and separate unit schedules	
13. Time available for planning, grouping, evaluating, and preparation--in the units	✓
14. Teachers knowing & working with up to 150 students	
15. Costs for staff, materials, construction, training	
16. Time for in-service training	
17. Coordination of use of space, materials, staff	✓
18. Roles and responsibilities of aides	
19. Daily moving of students & teachers within units	
20. Discipline, noise, confusion	✓
21. Nature of the building(s); layout; space; doors	
22. Materials and equipment in the IMC/library	
23. Location of IMC/library; accessibility & size	
24. Outside assistance for consultation & in-service	
25. Supply of large variety of teaching materials	
26. Size of unit staffs	
27. Children's adjustments to the new routines	
28. Scheduling special teachers (art, P.E., etc.) into the instructional programs of the units	
29. (Other) ______	
30. (Other) ______	

5. Has your school--AT ANY TIME--developed an overall MUSE/IGE "implementation timetable?"....................................Yes ✓ No ___

If YES, a) When was this formally done? APRIL 1972

b) Has it since been revised? ....Yes ___ No ✓

6. Do you consider that your school is an active member of a linkage group of MUSE/IGE schools (pact, league, network, sub-league?. . .Yes__ No ✓

If YES, in general does the IIC feel that this association is of value to the school? .... .Yes__ No __

7. UNIT ORGANIZATION

(a) How many regular instructional units are organized at this time? 3

(b) Do these units include all students in the school?.... Yes ✓ No __

If NO, please explain the "exceptions."

____

____

(c) Is there any unit that does not have an IGE subject?...Yes__ No ✓

(d) PLEASE PROVIDE THE FOLLOWING INFORMATION FOR EACH UNIT:
(Most items can be answered with a Yes or No).

Units	A	B	C				
Grade-equivalents in the unit	K-2	3-4	5-6 +emr				
How much weekly unit-meeting time (hours)	3 Hrs.	4 Hrs.	4 Hrs.				
Regrouping for IGE subject(s) typically ocurs (weeks)	2 days-6 wks	2 days-6 wks	2 days-6 wks				
How many formalized IGE subjects in unit?	4	2	3				
Do you consider the unit to be multiaged?	YES	YES	YES				
Is instruction for IGE subject(s)multiaged?	YES	YES	YES				
Is OTHER regular instruction multiaged?	YES	YES	YES				
Is agenda typically prepared for unit meetings?	YES	YES	YES				
Are unit-meetings sometimes used for formal inservice in the unit?	YES	YES	YES				
Do all unit teachers teach the IGE subject(s)?	YES	YES	YES				
Is periodic assessment in IGE subject(s) done by formal test techniques?	YES	YES	YES				
Is periodic assessment done by "general teacher judgment"?	YES	YES	YES				

8. Schools are implementing MUSE and IGE in different ways and on different schedules. As an aid in summarizing certain overall practices across schools this year, please answer each item below with a yes or no, indicating present operations and features of your school's MUSE/IGE implementation. Please answer in terms of the 1972-73 school year.

	YES	NO
1. (a) Do you hold regular IIC meetings on a scheduled basis?	✓	
(b) Does the IIC make decisions concerning the instructional program?	✓	
2. (a) Is the IMC/library adequately stocked with instructional materials?		✓
(b) Is the IMC/library being "used to capacity" by students and teachers?		✓
3. (a) In general, do teachers in the units take on different roles within the units (differentiated staffing)?	✓	
(b) Are paraprofessionals contributing to the instructional program?	✓	
4. (a) Are lines of communication in the school "open?"	✓	
(b) Are teachers' concerns and needs considered by the IIC and principal?	✓	
5. (a) Are your units multiaged (with a 2 to 4 year spread)?	✓	
(b) Within the units, is instruction itself typically directed to multiaged groups of children?	✓	
6. (a) Has MUSE/IGE changed the principal's role to one of increased participation in the instructional program?	✓	
(b) Has the principal been able to encourage teachers to experiment with different instructional approaches?	✓	
7. (a) Do you have at least one IGE subject at this time?	✓	
(b) Is it being implemented in all the units?	✓	
(c) Is the "instructional programing model" being followed in all the units with respect to the IGE subject?	✓	
8. (a) In general, are the units functioning as "working groups?" That is, are the unit staffs doing cooperative planning and teaching?	✓	
(b) Do most teachers appear content with their "teammates?"	✓	
9. (a) Is your school fully unitized at this time? That is, are all students and regular classroom teachers in units?	✓	
(b) Is the Kindergarten instructionally integrated with a primary unit?	✓	
10. (a) Are unit leaders focusing unit attention on the IGE subject and the instructional programing model?	✓	
(b) In general, are unit leaders finding it easy to encourage or assign a variety of teaching responsibilities in the units?	✓	
11. (a) On the whole, does the school staff appear to be "sold" on the idea of the multiunit school structure?	✓	
(b) Is there a general atmosphere of commitment to individualized education among teachers at this time?	✓	
12. (a) Do you have periodic or regularly scheduled inservice training for the whole school staff?	✓	
(b) Have school representatives attended various sorts of training and conferences sponsored by agencies outside the school since 6-72?	✓	
(c) Have you called on other resources or consultants for assistance?	✓	

V. APRIL AND MAY

April began with a half-day inservice program for each of the three units. The meetings were held away from the home school as substitutes assisted by student teachers were acquired. Each unit set its own agenda:

Unit A - Primary

1. How to structure work for accelerated children?
2. How are we doing?
3. The role of the principal
4. Promotion of youngsters
5. Learning centers

Unit B -

1. Review how to plan a good learning program, using the plant kingdom.
2. Discuss management of language arts activities.
3. Effective planning of teacher time and planning for teacher release time.
4. Better utilization of space.
5. How to begin next fall more efficiently, not with a bang, but with a successful whimper.
6. Thematic approach to social studies and language arts.

Unit C -

1. Teaming skills
2. Role specialization
3. Controlled and self directed learning
4. Learning stations
5. Language Arts taught through social studies

A consensus was reached and recommended to the IIC, namely, that we shift children rather than teachers to adjust the changing size of units for next year. A final decision was reached to retain a second physical education teacher, rather than hire a special science teacher who would play a dual role.

As we entered the month of May, the following items, which did not constitute valid agenda items, but did nonetheless comprise areas that many of the staff were thinking about and wondering how they might be handled, were considered:

1. Physical education and vocal music schedule will influence the large time blocks deemed necessary to bring about effective instruction.
2. When and how can we elicit Dr. Wheeler's expertise in the handling of discipline, which is beyond the scope of the unit? He cannot become an instructional leader and remain a hermit in the office all day, every day.
3. How can we best resolve the testing of disadvantaged youngsters through large group sessions with age as the criterion when, at the same time, their self-confidence was being established in their below level achievement reading groups?
4. It is felt that parent aides should be paid. How could this be handled? What alternatives were there to give consistency to each unit throughout the year. Volunteer aides have been helpful but their production needs to be increased.

The last two weeks of school were used for evaluation, summarization, and some teaching. Many criteria were being used for promotion, although chronological age was a definite determinate. Pleas were being made for more pupils to attend Ridgeway through open enrollment policy. A radio interview was held explaining the IGE program at Ridgeway. Constant newspaper coverage was afforded. The school district board offered bus transportation from any area to the Ridgeway program. Many parents were inquiring from the white communities and coming to see the program. This may be a cultural shock to have equalized education for black and white. Only time will tell about increased enrollment. Final plans were made for the week workshop to begin June 4th through June 8th, 1973.

Summary of April and May

The closing months were probably most rewarding for staff and supportive personnel. Teachers on the firing line were beginning to ask for ideas to further concepts partially implemented. It appeared from my vantage point that they were beginning to ask the critical questions which affect individualization and teacher growth. Other pertinent questions have previously been mentioned under their respective months.

Teachers showed an ability to utilize the IGE vocabulary at the appropriate time. The utilization of this vocabulary and the know how to implement became valuable knowledge as the staff became consultants to visitors. The ability to forsee needs and plan ahead became a regular practice of the staff.

There was much talk among the staff on how the next school year would be easier as many mistakes would not be repeated.

SECTION III

IDENTIFYING, SELECTING, AND PREPARING RESOURCES FOR IMPLEMENTATION OF THE IGE PROGRAM

The implementation of an IGE program requires several types of resources. In some instances, school districts make changes in their physical facilities for the new instructional program. Awareness workshops are conducted to inform teaching staff and the community of the new program. The implemented schools' staff also needs to be trained by means of inservice workshops on the components of the IGE program. This section of the study describes the resources used in the implementation of the IGE program at Ridgeway Elementary School.

I. AWARENESS WORKSHOPS

Subsequent to the decision by the Columbia Public Schools Board of Education that Ridgeway would become an IGE school for the 1972-73 school year, a series of workshops was conducted. The purpose of these workshops was to acquaint Ridgeway teachers and other Columbia school teachers with the components of the IGE process. These six workshops were conducted by staff members of the Center for Educational Improvement. The content and dates of these workshops were as follows:

Workshop I

Wednesday, April 12, 1972

Activities (Ridgeway Teachers)

1. Inspect IGE print materials
2. View filmstrip "Organized for Learning"
3. View filmstrip "The IGE Planning System"
4. Complete "Pre-Assessment Questionnaire: Form 2"
5. General Discussion-Question and Answer Session

Activities (Other Columbia Teachers)

1. Inspect IGE print materials-Pass Out IGE article
2. View film "One At a Time, Together"
3. Verbal presentation-Orientation
4. Verbal presentation using IGE Transparencies
5. General Discussion-Question and Answer Session

Workshop II

Wednesday, April 19, 1972

Activities (Ridgeway Teachers)

1. General Discussion-Questions and Answers
2. View filmstrip "IGE Implementation"
3. Distribute to principal "Student Pre-Assessment Questionnaire"

Activities (Other Columbia Teachers)

1. Inspect IGE print materials-Pass out IGE article
2. View filmstrip "Organized for Learning"
3. View filmstrip "The IGE Planning System"
4. General Discussion-Questions and Answers

Workshop III

Wednesday, April 26, 1972

Activities (Ridgeway Teachers)

1. Distribute and discuss IGE Publications Kit
2. Questions and Answers
3. View filmstrips "What It's Like to be in IGE" and "The IGE Learning Program"
4. Give Base Line Information Form to Dr. O.V. Wheeler

Activities (Other Columbia Teachers)

1. View filmstrips "IGE Implementation" and "What It's Like to be in IGE"
2. Discussion-Questions and Answers

Workshop IV

Wednesday, May 3, 1972

Activities (Ridgeway Teachers)

1. View slides of Ridgeway
2. View filmstrips "Building the IGE Learning Program" and "IGE Learning Modes"
3. View slides of Columbia, South Carolina IGE schools
4. Discussion-Questions and Answers (IGE)
5. Reading Program Discussion (ABC)

Activities (Other Columbia Teachers)

1. Oral and visual presentation of distinctive features of IGE
2. Questions and Answers

Workshop V

Wednesday, May 10, 1972

Activities (Ridgeway Teachers)

1. View filmstrip "Communicating With Parents"
2. Inspect and analyze anticipated changes in the Ridgeway Physical Plant
3. Problem solving and question and answer interaction

Activities (Other Columbia Teachers)

1. View filmstrips "The IGE Learning Program" and "Building the IGE Learning Program"

Workshop VI

Wednesday, May 17, 1972

Activities (Ridgeway Teachers and Other Columbia Teachers)

1. View filmstrips "Managing the IGE Learning Programs: I and II"
2. Questions and Answers-Interaction Ridgeway and non-Ridgeway Teachers.

II. INSERVICE EDUCATION

The Columbia School District negotiated with the Center for Educational Improvement to provide thirteen Ridgeway Elementary teachers with a five-hour graduate credit course for the 1972-73 academic year. The Curriculum Committee of the College of Education at the University of Missouri authorized the use of IGE materials to meet the requirements of a graduate credit course. The tuition fees for the course were paid by a combined effort of the teachers at Ridgeway and the school district. All University stipends paid to the Ridgeway teachers for supervising student teachers were pooled together and covered about seventy-five percent of the cost. The Columbia Public School District then paid for the remainder of the tuition costs. The inservice course was designed around four major components:

1. Learning Programs
2. Decentralized Decision Making Structure
3. Home-School Communications
4. League Linkages Among Cooperating Schools

Specific topics of instruction included the following:

1. Multi-unit school organization
2. Multi-age grouping
3. Differentiated staffing and role specialization
4. Designing individualized learning programs
5. Learning modes--large group, small group, one-to-one, pairing, independent
6. Performance testing and observation
7. Planning systems--goal setting, design, grouping and scheduling, and situational meetings.
8. Instructional cycles--assessment, objectives, and activities
9. Learning stations
10. Self-improvement processes
11. Media utilization
12. Differentiated teaching--learning activities
13. Communicating with parents
14. Developing inter-school cooperative efforts
15. Strategies for implementing change programs

These fifteen topics were not inclusive, but indicate the basic content of the inservice program.

During the summer of 1972, eleven sessions were conducted between August 8-21, 1972 as part of the inservice credit course. A breakdown by session of the activities and content materials that the Ridgeway teachers were exposed to is included on the following two pages.

IMPLEMENTATION TRAINING FOR RIDGEWAY ELEMENTARY TEACHERS

(August 8 through 21)

WORKSHOP	ACTIVITY	CONTENT MATERIALS
I August 8	-IGE Review and Orientation	IGE Transparencies
	-Developing the IGE Planning System	Filmstrip: "The IGE Planning System"
II August 9	-Introduction to the IGE Learning Program	Filmstrip: "The IGE Learning Program"
	-Awareness of Different Learning Modes	Filmstrip: "IGE Learning Modes"
	-Development of performance tests and observation	Filmstrip: "Performance Testing and Observation
	-Unit Meeting	IIC Agenda Items -Plan the use of specialists (e.g., counselors) -Plan school schedule (e.g., bells for recess and noon) -Plan opening of school -Plan two learning stations for learning program on IGE -Plan use of student teachers and aides -Plan Unit for "Open House" (Home-School Communication Program)
III August 9	-American Book Company Reading Consultants	ABC Materials

IMPLEMENTATION TRAINING FOR RIDGEWAY ELEMENTARY TEACHERS (cont.)

(August 8 through 21)

WORKSHOP	ACTIVITY	CONTENT MATERIALS
IV August 10	-Interact with ABC Materials	ABC Reading Materials
	-Unit Consultations with Advisors	None
	-Pupil Assignment to Units	None
V August 11	-Developing Learning Programs	Filmstrip: "Building the IGE Learning Program"
VI August 14	-IGE Learning Programs	Filmstrip: "Managing the IGE Learning Program: I"
	-Instructional Processes	Film: "Tuesday: I and II"
VII August 15	-Instructional Processes	Filmstrip: "Managing the IGE Learning Program: II & III"
	-Home-School Communications	Filmstrip: "Communicating with Parents"
VIII August 16	-IGE Implementation	Filmstrip: "Many Roads" Filmstrip: "IGE Implementation" Filmstrip: "IGE: Reach for Tomorrow"
IX and X August 17	-IIC Meeting	None
	-Unit\Individual Work on Learning Programs	IGE Materials
XI August 21	-Developing Learning Programs	IGE Gaming Boards

During the summer of 1973, a one week workshop was conducted for the Ridgeway teachers. Included is a copy of the agenda for the workshop beginning June 4 and ending June 8, 1973.

RIDGEWAY ELEMENTARY
June Workshop

June 4, 1973 - June 8, 1973

	Monday 8:30 am	Tuesday 8:00 am	Wednesday 8:00 am	Thursday 8:00 am	Friday 8:00 am
	4	5	6	7	8
	Lg. Group	Lg. Group	Lg. Group	Lg. Group	Lg. Group
	overview of week's activities	overview film of IGM	Social Science Implementation	IGE Differentiated Roles & Unit Roles	Learning centers & Learning Stations
			1-6 Individualization		
	Teacher input	Preassessment on IGM	Discussion		
AM	Unit size group Unit inventory and work session	Relationship of Self-Concept	Individual Unit work on Social Science Units of Study for Fall 1973	Unit work on schedules and concepts introduced	Unit work on Centers for related Social Science implementation
	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
PM	Unit inventory and work session	Inservicing IGM in the Unit and school	IGM Chapters II and III	IGM Chapter IV	IGM Chapter V
	3:30 pm	3:00 pm	3:00 pm	3:00 pm	3:00 pm

III. EFFECTS OF IMPLEMENTATION

The implementation of IGE with the Ridgeway staff produced a tremendous amount of publicity concerning change programs in elementary schools. Nowhere was this more in evidence than at the University of Missouri - Columbia, which is located approximately one mile from the Ridgeway school. Faculty members within the College of Education became concerned about the possibilities of using IGE materials in preservice, undergraduate, and graduate education courses. Staff members of the Center for Educational Improvement were asked to conduct information sessions for the following undergraduate and graduate courses in the College of Education.

	Fall 1972
Course Number	Course Title
C141	School Organization and Administration for Elementary Teachers
C404	Elementary School Supervision
A405	The Psychology of Education
C416	Elementary School Administration
	Winter 1973
C141	School Organization and Administration for Elementary Teachers
A405	The Psychology of Education
K468	College Teaching
D110	Secondary School Curriculum and Instruction
G75	Introduction to Education
C404	Elementary School Supervision

In addition to lectures and discussion groups conducted on the University campus by CEI personnel, undergraduate students from the campus were directly involved in the Ridgeway Program. Sophomores and juniors in the College of Education were supervised as they worked as teacher aides in the Ridgeway School. These students also received from 1-4 hours of college credit (depending on the number of hours they worked a week) for E or D-190-Experimental Education. Five students participated during the fall, 1972 semester, fourteen students participated during the winter, 1973 semester.

Secondly seniors from the College of Education, University of Missouri-Columbia and Stephens College, Columbia, Missouri could become involved in the Ridgeway program through their student teaching experience. A total of twenty-four students from the University of Missouri were assigned to Ridgeway School with two students assigned to each of the three units for an eight week block. Additionally, twelve student teachers were assigned from Stephens College.

Student teachers who were to be assigned to the Ridgeway School went through training before they began their student teaching. Their respective duties and experted skills were as follows:

1. Study all IGE materials (printed, films, filmstrips) and take tests.
2. Keep paint containers in easels filled.
3. Watch for bulletin board ideas - you will be expected to do some.
4. Keep anecdotal record on 15 children of various age levels (five from each level).
5. Be familiar with use of A-V equipment.
6. Class will be divided into two groups after lunch. Student teachers be responsible for story at this time.
7. Visit other levels in our building.
8. Be Lead Teacher for one learning program.
9. Keep a file of resource ideas.
10. Teach every subject.

11. Attend at least one PTA meeting and as many unit meetings as possible.
12. Visit another school for at least ½ day.
13. Open windows for fresh air and adjust the windowshades. Windows closed and locked.
14. Put away supplies and help with clean up.
15. Don't leave the playground with a group of children unless with veteran teacher.
16. Feed the animals.
17. Every other Friday - responsible.
18. Use material as intended - be economical with quantities.
19. Grade - evaluate children.
20. Be at parent conferences.

IV. IMPLEMENTATION COSTS

A major concern in changing any educational program is the cost factor involved in the modification. Data were collected from school district records regarding the expenditures involved for the total elementary program at Ridgeway. These data are based on the 1971-72 and 1972-73 school years.

*Personnel**	1971-72	1972-73
Principal		
Guidance person (1/3 time)		
17 Full-time teachers		
3 Part-time (1/4) Art, Band, Physical Education		
Total Personnel Salaries	$159,774	$168,882

* No additional staff was employed for the 1972-73 school year. Increases in personnel costs were comparable to other elementary schools in the Columbia School District.

*Additional Instructional Costs***	1972-73
Training Cost	$ 6,000.00
Instructional materials--$15.00/pupil x 244	3,660.00
Plus piecemeal order throughout the year--approximately	500.00
Inservice training--17 teachers contracted for 37 weeks--paid for 2 weeks	7,717.10
Total Additional Instructional Costs	$18,877.10

** This amount was in addition to the costs for the 1971-72 school year.

*Capital Outlay Costs****	1972-73
Architect Fee	$ 2,350.36
Contract (Included renovation of building, rugs and tote trays)	41,077.00
Tables	1,068.16
Total Additional Capital Outlay Costs	$44,495.52

*** Carrels were built by maintenance personnel of the school district. There was a purchase of new basic readers but the copies used the preceding year were transferred to other schools.

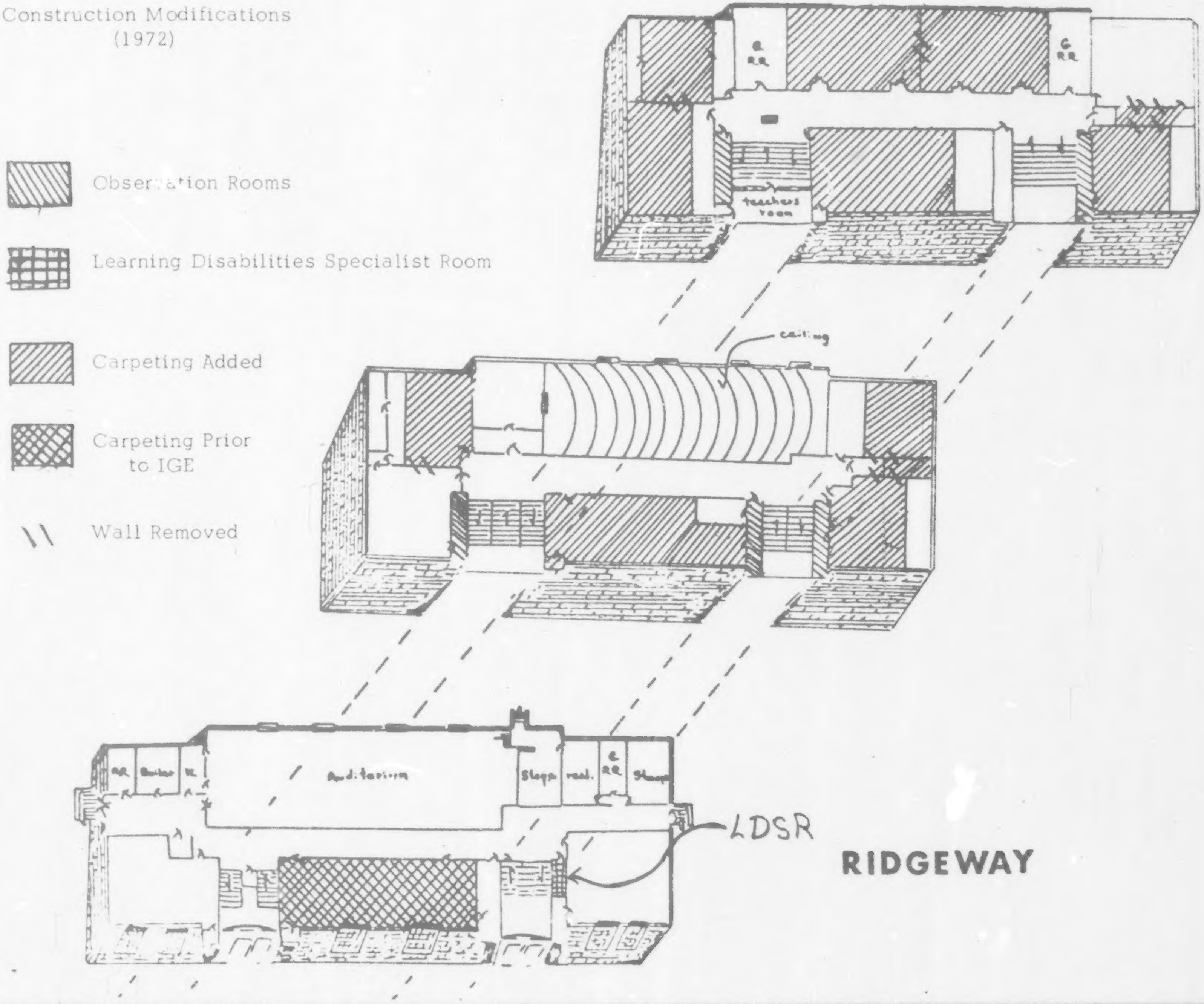
The cost of implementing IGE in the Ridgeway school came to $72,048.62. However, some of this cost was not due to IGE but were incurred because of normal salary increases and one time costs of reconstruction.

V. MODIFICATION OF FACILITIES AT RIDGEWAY SCHOOL

Construction modifications made prior to the implementation of IGE in Ridgeway Elementary School can be seen in Schematic III. The major changes include: (1) the partial or full removal of seven walls, (2) the addition of carpeting in eleven rooms, (3) the construction of five observation rooms, and (4) remodeling office space for teaching staff.

Schematic III

Construction Modifications
(1972)


ceiling
G RR
G RR
teachers room
RR
Boiler
K
Auditorium
Stage
med.
G RR
Stage
LDSR

▨ Observation Rooms

▦ Learning Disabilities Specialist Room

▨ Carpeting Added

▩ Carpeting Prior to IGE

\\ Wall Removed

RIDGEWAY

VI. PICTORIAL REPRESENTATION OF FACILITIES AND PERSONNEL AT RIDGEWAY SCHOOL

SECTION IV

ASSESSMENT OF TEACHER GROWTH DURING IMPLEMENTATION

As part of the evaluation of the Ridgeway program, the teachers in the school responded to various instruments to determine if any change occurred in their behavior or attitudes. In this investigation, teacher behavior and attitude change were measured by administering the following instruments:

1. Values Concerning Disadvantaged Pupils Questionnaire
2. Assumptions About Learning and Knowledge
3. Teacher Perception of Change Questionnaire

Additionally, the teachers were asked to interact with the IGE Content Tests and the IGE Outcomes Questionnaires. In this section the data obtained from these instruments as well as what they purport to measure is discussed.

I. VALUES CONCERNING DISADVANTAGED PUPILS QUESTIONNAIRE (VDPQ)

The VDPQ is a 42 item inventory which measures the degree to which an individual accepts values concerning disadvantagement and disadvantaged pupils. The categorical values constituting the total values construct are (1) social, (2) emotional, (3) psychological, (4) intellectual, (5) economic, and (6) scholastic.

The instrument is two-dimensional in that each responding teacher is required to react to each value by marking in the appropriate category, according to the previously stated scale, the extent to which he accepts or rejects the given value as well as the extent to which he perceives his principal to accept or reject the value. Each teacher obtains two scores on the VDPQ. One score is calculated on the values of the teacher dimension of the VDPQ and the other the values of the principal as perceived by the teacher. For the purposes of this investigation, only those scores that indicated the values of the teacher dimension on the VDPQ are reported. (See Appendix E for a copy of the VDPQ.)

The VDPQ was administered only once to the Ridgeway School teachers, at the conclusion of the 1972-73 school year. The questionnaires for each unit in the Ridgeway School were kept separate so that a comparison could be made between their responses. Unfortunately, since the questionnaire was administered only once, no gain scores can be computed for the Ridgeway teachers.

In a previous study, "The Effects of an Instructional Behavior and Skills Development Program Upon Inservice Teacher Behavior," by Ciaglia, 1973, analysis was made between an experimental and control group of teachers on their VDPQ scores. The experimental teachers were full-time teachers of elementary classes during the 1970-71 school year in Springfield, Missouri. The treatment for the experimental group consisted of a thirty-two week inservice education program titled, "Instructional Behavior and Skills Development: Improving Instruction Through Experimentally-Based Inservice Education." The data obtained from this study are included in Table 8.

TABLE EIGHT

Comparison of Experimental and Control Teachers' Mean Values Concerning Disadvantaged Pupils Scores As Measured by the VDPQ

Group	Number of Subjects	Mean	Standard Deviation	"t" Value	Degrees of Freedom	.05 Limit
Experimental Teachers	25	164.920	17.349	3.964*	47	1.68
Control Teachers	23	146.000	15.673			

*Significant beyond the .05 level of confidence.

The scores obtained for the Ridgeway teachers are contained in Table 9.

TABLE NINE

Mean Values Concerning Disadvantaged Pupils Scores As Measured by the VDPQ for Each Unit and Total Ridgeway Staff

Group	Number of Subjects	Mean	Standard Deviation
Unit A	5	166.800	6.573
Unit B	3	147.333	8.327
Unit C	4	164.000	13.115
ALL UNITS	12	161.000	12.030

Though no inferences can be drawn from these two sets of data, the similarities of the scores are quite apparent. It would seem that the total units scores compares quite favorably to the experimental teacher who participated in an inservice training program lasting one year.

II. ASSUMPTIONS ABOUT LEARNING AND KNOWLEDGE (AALK)

The AALK is a twenty-four item inventory which measures teachers' and other educators' assumptions about learning and knowledge which reflect their degree of openness. The instrument utilizes a five point Likert-type ordinal scale for item response. Five major factors are contained in the instrument: (1) motivation, (2) conditions for learning, (3) social learning, (4) intellectual development, and (5) evaluation. (See Appendix F for a copy of the instrument.)

The Ridgeway teachers were asked to respond to the AALK at the beginning and conclusion of the 1972-73 school year. Again, comparative data (in this case, educators who had implemented IGE in South Carolina) will be presented for the basis of visual comparison in Tables 10 and 11.

A visual comparison of the data for the two groups indicates that they were quite similar in their Assumptions About Learning and Knowledge scores. This would indicate that the Ridgeway teachers were not different from other IGE educators.

TABLE TEN

Mean Assumptions About Learning and Knowledge as Measured by the AALK for the Ridgeway Staff

Group	Number of Subjects	Mean	Standard Deviation
Ridgeway - Pre	13	115.308	9.920
Ridgeway - Post	12	116.750	11.005

TABLE ELEVEN

Mean Assumptions About Learning and Knowledge As Measured by the AALK for South Carolina Educators (Summer 1972)

Group	Number of Subjects	Mean	Standard Deviation
Principals	4	117.3	9.54
Unit Leaders	23	118.9	10.02
Teachers	99	116.7	9.65
Teacher Aides	6	108.0	11.10
Other Educators	8	115.8	15.21
ALL EDUCATORS	132	117.0	10.02

III. TEACHER PERCEPTION OF CHANGE QUESTIONNAIRE (TPCQ)

The TPCQ consists of twenty seven Likert-type items which measure teacher perceptions of the amount and kind of changes occurring within a school system. The instrument can be administered to all teachers from K-12. (See Appendix G for a copy of this instrument.)

The Ridgeway teachers were asked to respond to this questionnaire at the beginning and completion of the 1972-73 school year. The results of these collected data are contained in Table 12.

TABLE TWELVE

Mean Teacher Perception of Change
As Measured by the TPCQ for Ridgeway Teachers

Group	Number of Subjects	Mean	Standard Deviation
Ridgeway - Pre	12	84.500	13.153
Ridgeway - Post	10	86.500	12.222

A visual analysis of the data would indicate that the Ridgeway teacher perception of change did not differ from the beginning to the end of the school year.

IV. IGE CONTENT TESTS

The Center for Educational Improvement (CEI) staff working with /I/D/E/A/ developed twenty-six content tests covering the IGE concepts presented in the IGE print, film and audio-tape materials. These tests were administered to the Ridgeway IGE staff. Analysis of Table 13 shows that the mean knowledge scores for the Ridgeway teachers were appreciably higher than those scores for IGE teachers in South Carolina and Texas. This fact implies that after implementation training the Ridgeway teachers had gained and/or retained more of the important IGE concepts presented in the IGE materials.

TABLE THIRTEEN

IGE Content Tests
Administered During Three Workshops in August, 1972

	Means Expressed in Percents			
Product Title	Columbia Missouri	Columbia S.C.	Austin Texas	Composite
One at a Time....	88	74	73	77
Tuesday, Part I	90	86	80	85
Tuesday, Part II	75	78	75	75
Unit Meetings	88	85	83	83
Many Roads	91	87	81	86
IGE Learning Program	95	83	77	84
Organized for Learning	77	88	71	80
IGE: Learning Modes	90	82	74	81
Perform. Testing & Obs.	83	81	73	79
IGE: Planning System	75	72	65	71
Build. IGE Learning Prog.	85	81	68	78
A Reach for Tomorrow	82	72	66	72
IGE League	84	90	73	82
Commun. with Parents	88	82	64	78
IGE Implementation	78	78	73	77
Man. IGE Learn. Prog. I	87	80	83	83
Man. IGE Learn. Prog. II	83	74	70	75
Man. IGE Learn. Prog. III	92	80	80	83
What's it Like in IGE	83	82	71	78
Implementation Guide	88	84	77	83
Unit Oper. & Roles	90	83	75	82
The Learning Program	90	84	82	84
Principals Handbook	73	82	76	79
Multi-age Grouping	77	74	68	73
Learning Styles	78	79	66	75
League Handbook	80	79	84	81
AVERAGE FOR 26 TESTS	84	81	74	79

V. IGE OUTCOMES

The Institute for the Development of Educational Activities has identified thirty-five outcomes to be achieved by school personnel (Principal, Unit Leader, Teacher). Outcomes have been divided into two categories, "Instructional Processes of IGE" and "Self-Improvement Processes of IGE." Within these two categories the outcomes have been identified with regard to particular personnel.

The principal has responsibility for working toward 3 outcomes in the instructional area and 6 in the self-improvement area. The Unit Leader works toward success with 11 outcomes in the instruction process of IGE and 3 outcomes dealing with self-improvement. Teachers in the IGE school work with 8 outcomes in instruction and 1 in self-improvement. The facilitator representing the IGE agency has 3 assigned outcomes.

Outcomes For The Instructional Process of IGE

Responsibility of the Principal:

1. The entire school is organized into Units with each Unit composed of a Unit leader, teachers, auxiliary personnel, and students.
2. Each Unit is comprised of approximately equal numbers of two or more student age groups.
3. Unit teachers have sufficient time in which to conduct Unit meetings (a minimum of three hours per week).

Responsibility of the Unit Leader:

4. Each Unit makes the decisions regarding time, space, materials, staff, and students assigned to that Unit.
5. Unit teachers practice role specialization and a division of labor when planning for the students' learning programs.
6. Unit teachers decided on broad goals to be emphasized, based upon a discussion of previous accomplishments of the Unit members.

7. Unit teachers accumulate a collection of student learning objectives consistent with broad goals of the learning program.

8. Unit teachers accumulate a selection of activities whereby students may pursue each of the desired learning objectives.

9. The Unit selects and/or develops curricular materials which include the following components:

    a. Assessment methods
    b. Specific learning objectives
    c. A variety of learning activities using different media
    d. Student performance records

10. Large groups, small groups, paired situations, and independent study are provided as optional learning modes.

11. The collective teaching strengths of Unit teachers are used as a result of Unit planning when constructing teaching-learning environments.

12. Options exist for providing a greater range of teaching-learning environments.

13. Parents reinforce implementation of the instructional process of IGE by giving vocal support to the program.

14. Parents are involved in the instructional process of IGE.

Responsibility of the Teacher:

15. Individual teacher's decisions are consistent with the Unit's operations.

16. The following are considered when students are matched to learning activities:

    a. Peer relationships
    b. Achievement
    c. Learning styles
    d. Interest in subject areas
    e. Self-concept

17. Unit teachers insure that each student has personal rapport established with at least one teacher.

18. Adequate opportunity is provided (through discussion and written communication) to insure that each teacher is fully aware of perceptions and suggestions of other Unit members relating to the students with whom each has developed special rapport.

19. Each student is involved in self-assessment procedures and analyses of the assessments.

20. Each student accepts increasing responsibility for selection of his learning objectives.

21. Each student participates in selection of learning activities to pursue learning objectives.

22. Each student can state learning objectives for the learning activities in which he is engaged.

Outcomes Of The Self-Improvement Process Of IGE

Responsibility of the League Facilitator:

1. The league coordinates an interchange of personnel to identify and alleviate problems within the league schools.

2. The league stimulates an interchange of solutions to existing problems and is a source of ideas for new development.

3. The league devotes time to analyzing and improving league operations.

Responsibility of the Principal:

4. Assignments of staff members to Units are made with regard to complementary strengths and professional compatibility of the teachers.

5. The Instructional Improvement Committee (IIC) resolves problems involving two or more units.

6. The IIC coordinates curricular development to insure continuity of educational goals and learning objectives throughout the school.

7. The IIC coordinates school-wide, inservice educational programs.

8. The IIC provides channels of two-way communication throughout the school.

9. The IIC devotes time to analyzing and improving committee operations.

Responsibility of the Unit:

10. The Unit's plans submitted by the resource teachers are constructively criticized by Unit members.

11. Teacher performance in the learning environment is constructively criticized by Unit members using both planned and informal observations.

12. The Unit devotes time to analyzing and improving Unit operations.

Responsibility of the Teacher:

13. Staff members of an IGE school have a personalized program enabling each to learn and to implement IGE.

Just as the IGE program looks at children as individuals, such is the case with the professional staff. Some outcomes require assessment by the individual or by the group as a whole to assess the needs and accomplishments in IGE.

The following self-improvement results reflect a concentrated effort on the part of the staff relating to the implementation of language arts and subsequent follow-up in the fall of 1972 until the end of the 1972-73 school year. Math implementation through the IGE process began at Ridgeway School in January 1973 with the results reflected in the collected data.

The differences in degree of attainment from one evaluation to the next may be interpreted in light of the following:

1. Each subject being implemented required consideration of personal preferences and expertise among staff personnel.

2. Children were a variable from year to year.

3. The composition of staff members working on a task could result in Task divergence.

4. School and community needs would vary from time to time.

The program of self-improvement through outcomes suggests a reordering of priorities every three months, or when deemed necessary by an individual or individuals.

The "Outcomes Questionnaire" was administered to the Ridgeway staff on three occasions: (a) Spring, 1972--before IGE Implementation, (b) Fall, 1972--beginning of IGE Implementation, and (c) Spring, 1973--after one year of Implementation. The following tables contain the results for these three administrations in addition to the gain scores between fall, 1972 and spring, 1972; between spring, 1973 and fall, 1972; and between spring, 1973 and spring, 1972.

TABLE FOURTEEN

Results for the Instructional Process of IGE for the Principal Outcomes at Ridgeway School

IGE Outcome Number	(a) Spring 1972	(b) Fall 1972	(c) Spring 1973	Gain 1 (b-a)	Gain 2 (c-b)	Total Gain (c-a)
1.						
a. Weighed Score	0.02	1.11	1.25	1.09	0.14	1.23
b. Assessed Completion	2.0%	89.1%	100.0%	87.1%	10.9%	98.0%
2.						
a. Weighed Score	1.58	2.49	2.49	0.94	0.00	0.94
b. Assessed Completion	62.3%	100.0%	100.0%	37.7%	0.0%	37.7%
3.						
a. Weighed Score	0.05	1.04	0.93	0.99	-0.11	0.88
b. Assessed Completion	3.6%	77.0%	69.1%	73.4%	-7.9%	65.5%
Total						
a. Weighed Score	1.63	4.65	4.67	3.02	0.02	3.04
b. Assessed Completion	32.0%	91.4%	91.8%	59.4%	0.4%	59.8%

TABLE FIFTEEN

Results for the Instructional Process of IGE for the Unit Outcomes at Ridgeway School

IGE Outcome Number	(a) Spring 1972	(b) Fall 1972	(c) Spring 1973	Gain 1 (b-a)	Gain 2 (c-b)	Total Gain (c-a)
4.						
a. Weighed Score	0.10	1.89	1.75	1.79	-0.14	1.65
b. Assessed Completion	4.8%	89.6%	82.7%	84.8%	-6.9%	77.9%
5.						
a. Weighed Score	0.02	0.57	1.49	0.55	0.92	1.47
b. Assessed Completion	0.5%	19.1%	50.2%	18.6%	31.1%	49.7%
6.						
a. Weighed Score	1.66	2.07	2.21	0.41	0.14	0.55
b. Assessed Completion	75.5%	93.8%	100.0%	18.3%	6.2%	24.5%
7.						
a. Weighed Score	2.86	2.17	3.07	-0.63	0.90	0.21
b. Assessed Completion	90.3%	68.4%	97.1%	-21.9%	28.7%	6.8%
8.						
a. Weighed Score	1.48	1.91	2.14	0.43	0.23	0.66
b. Assessed Completion	45.5%	58.7%	65.8%	13.2%	7.1%	20.3%
9.						
a. Weighed Score	2.64	4.41	4.27	1.77	-0.15	1.63
b. Assessed Completion	59.9%	100.0%	96.9%	40.1%	-3.1%	37.0%

TABLE FIFTEEN (cont.)

IGE Outcome Number	(a) Spring 1972	(b) Fall 1972	(c) Spring 1973	Gain 1 (b-a)	Gain 2 (c-b)	Total Gain (c-a)
10.						
a. Weighed Score	1.29	1.36	1.42	0.07	0.06	0.13
b. Assessed Completion	52.6%	55.2%	58.0%	2.6%	2.8%	5.4%
11.						
a. Weighed Score	0.00	0.75	1.17	0.75	0.42	1.17
b. Assessed Completion	0.0%	25.3%	39.5%	25.3%	14.2%	39.5%
12.						
a. Weighed Score	0.00	1.52	1.15	1.52	-0.37	1.15
b. Assessed Completion	0.0%	38.7%	29.2%	38.7%	-9.5%	29.2%
13.						
a. Weighed Score	0.36	0.42	0.33	0.06	-0.09	-0.03
b. Assessed Completion	17.7%	20.7%	16.4%	3.0%	-4.3%	-1.3%
14.						
a. Weighed Score	0.37	2.17	1.69	1.80	-0.48	1.32
b. Assessed Completion	13.8%	80.8%	62.8%	67.0%	-18.0%	49.0%
Total						
a. Weighed Score	10.78	19.23	20.70	8.45	1.47	9.92
b. Assessed Completion	33.5%	59.8%	64.3%	26.2%	4.5%	30.8%

TABLE SIXTEEN

Results for the Instructional Process of IGE
for the Teacher Outcomes at Ridgeway School

IGE Outcome Number	(a) Spring 1972	(b) Fall 1972	(c) Spring 1973	Gain 1 (b-a)	Gain 2 (c-b)	Total Gain (c-a)
15.						
a. Weighed Score	0.00	1.21	0.94	1.21	-0.27	0.94
b. Assessed Completion	0.0%	79.1%	61.2%	79.1%	-17.9%	61.2%
16.						
a. Weighed Score	2.76	3.11	3.61	0.35	0.50	0.85
b. Assessed Completion	61.3%	68.9%	80.0%	7.6%	11.1%	18.7%
17.						
a. Weighed Score	0.00	1.30	1.80	1.30	0.50	1.80
b. Assessed Completion	0.0%	33.8%	47.0%	33.8%	13.2%	47.0%
18.						
a. Weighed Score	0.31	1.90	2.23	1.59	0.33	1.92
b. Assessed Completion	8.6%	53.3%	62.4%	44.7%	9.1%	53.8%
19.						
a. Weighed Score	0.45	0.81	1.52	0.36	0.71	1.07
b. Assessed Completion	10.8%	19.6%	36.9%	8.8%	17.3%	26.1%
20.						
a. Weighed Score	0.20	0.66	0.57	0.46	-0.09	0.37
b. Assessed Completion	4.7%	15.3%	13.1%	10.6%	-2.2%	8.4%

TABLE SIXTEEN (cont.)

IGE Outcome Number	(a) Spring 1972	(b) Fall 1972	(c) Spring 1973	Gain 1 (b-a)	Gain 2 (c-b)	Total Gain (c-a)
21.						
a. Weighed Score	0.11	0.52	0.86	0.41	0.34	0.75
b. Assessed Completion	3.2%	15.1%	25.0%	11.9%	9.9%	21.8%
22.						
a. Weighed Score	0.07	0.63	0.99	0.56	0.36	0.92
b. Assessed Completion	2.1%	18.2%	28.7%	16.1%	10.5%	26.6%
Total						
a. Weighed Score	3.90	10.14	12.52	6.24	2.38	8.62
b. Assessed Completion	13.5%	35.2%	43.5%	21.7%	8.3%	30.0%

TABLE SEVENTEEN

Results for the Self-Improvement Process of IGE
for the Principal Outcomes at Ridgeway School

IGE Outcome Number	(a) Spring 1972	(b) Fall 1972	(c) Spring 1973	Gain 1 (b-a)	Gain 2 (c-b)	Total Gain (c-a)
4.						
a. Weighed Score	0.00	0.44	0.84	0.44	0.40	0.84
b. Assessed Completion	0.0%	24.2%	46.1%	24.2%	21.9%	46.1%
5.						
a. Weighed Score	0.00	0.96	0.96	0.96	0.00	0.96
b. Assessed Completion	0.0%	62.9%	62.9%	62.9%	0.0%	62.9%
6.						
a. Weighed Score	0.03	1.17	1.51	1.14	0.34	1.48
b. Assessed Completion	1.1%	43.6%	56.3%	42.5%	12.7%	55.2%
7.						
a. Weighed Score	0.23	1.13	1.15	0.90	0.02	0.92
b. Assessed Completion	13.3%	64.3%	65.4%	51.0%	0.9%	51.9%
8.						
a. Weighed Score	0.69	2.30	1.56	1.61	-0.84	0.87
b. Assessed Completion	17.5%	100.0%	67.7%	82.5%	-32.3%	50.2%
9.						
a. Weighed Score	0.00	0.85	1.15	0.85	0.30	1.15
b. Assessed Completion	0.0%	52.2%	70.5%	52.2%	18.3%	70.5%
Total						
a. Weighed Score	0.95	6.86	7.17	5.91	0.31	6.22
b. Assessed Completion	8.1%	58.5%	61.1%	50.4%	2.6%	53.0%

TABLE EIGHTEEN

Results for the Self-Improvement Process of IGE
for the Unit Outcomes at Ridgeway School

IGE Outcome Number	(a) Spring 1972	(b) Fall 1972	(c) Spring 1973	Gain 1 (b-a)	Gain 2 (c-b)	Total Gain (c-a)
10.						
a. Weighed Score	0.03	1.60	1.62	1.57	0.02	1.59
b. Assessed Completion	1.2%	55.6%	56.2%	54.4%	0.6%	55.0%
11.						
a. Weighed Score	0.00	0.24	0.54	0.24	0.30	0.54
b. Assessed Completion	0.0%	5.6%	12.5%	5.6%	6.9%	12.5%
12.						
a. Weighed Score	0.11	1.42	1.67	1.31	0.25	1.56
b. Assessed Completion	5.6%	70.4%	82.7%	64.8%	17.3%	77.1%
Total						
a. Weighed Score	0.14	3.26	3.82	3.12	0.56	3.66
b. Assessed Completion	1.6%	35.4%	41.5%	33.8%	6.1%	39.9%

TABLE NINETEEN

Results for the Self-Improvement Process of IGE
for the Teacher Outcomes at Ridgeway School

IGE Outcome Number	(a) Spring 1972	(b) Fall 1972	(c) Spring 1973	Gain 1 (b-a)	Gain 2 (c-b)	Total Gain (c-a)
13.						
a. Weighed Score	0.11	0.62	0.99	0.51	0.37	0.88
b. Assessed Completion	2.4%	14.0%	22.4%	11.6%	8.4%	20.0%
Total						
a. Weighed Score	0.11	0.62	0.99	0.51	0.37	0.88
b. Assessed Completion	2.4%	14.0%	22.4%	11.6%	8.4%	20.0%

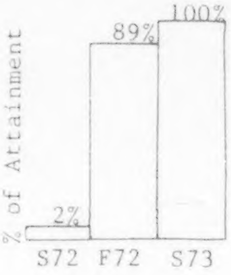
TABLE TWENTY

Instructional Processes and Self-Improvement Processes Totals From Self-Assessment For Ridgeway Elementary

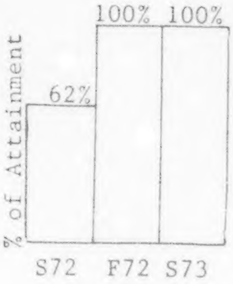
IGE Outcome Number	(a) Spring 1972	(b) Fall 1972	(c) Spring 1973	Gain 1 (b-a)	Gain 2 (c-b)	Total Gain (c-a)
Principal						
a. Weighed Score	2.58	11.51	11.84	8.93	0.33	9.26
b. Assessed Completion	15.32%	68.42%	70.38%	53.10%	1.96%	55.06%
Unit Leader						
a. Weighed Score	10.93	22.49	24.53	11.56	2.04	14.60
b. Assessed Completion	26.41%	54.33%	59.25%	27.92%	4.92%	32.84%
Teacher						
a. Weighed Score	4.01	10.76	13.51	6.75	2.75	9.50
b. Assessed Completion	12.07%	32.39%	40.68%	20.32%	8.29%	28.61%
Facilitator						
a. Weighed Score	2.57	0.00	0.00	-2.57	0.00	-2.57
b. Assessed Completion	29.98%	0.00%	0.00%	-29.98%	0.00%	-29.98%

Perceived Change in Instructional Process Outcomes during Implementation of IGE-Spring 1972, Fall 1972, Spring 1973

Principal Outcomes



Outcome 1



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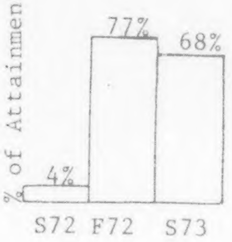
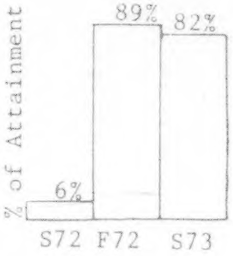
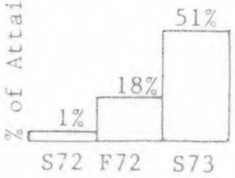


Outcome 3

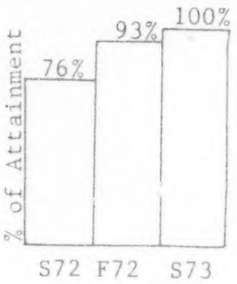
Unit Outcomes



Outcome 4



Outcome 5



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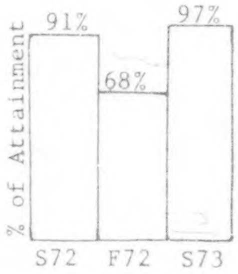

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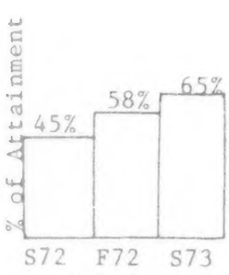
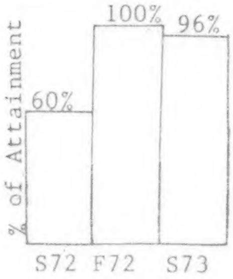
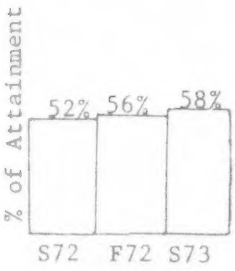


Outcome 8



Outcome 9



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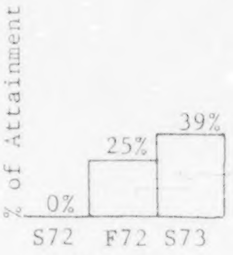

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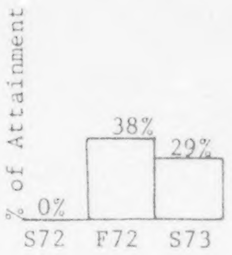

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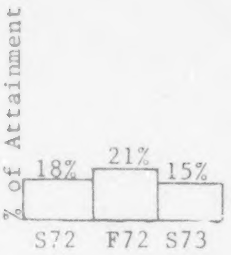

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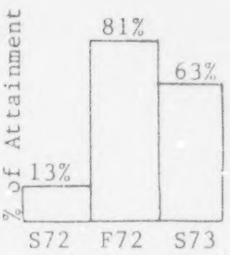

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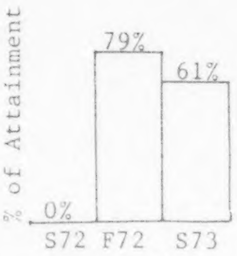
Teacher Outcomes



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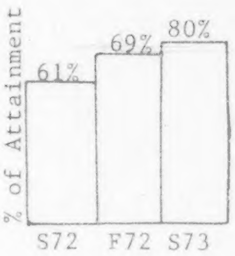

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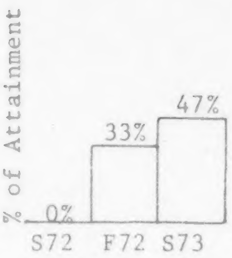

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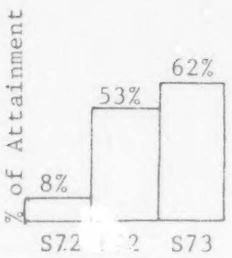

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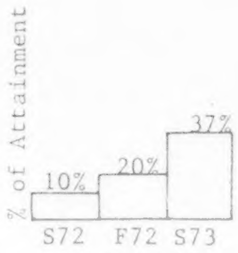

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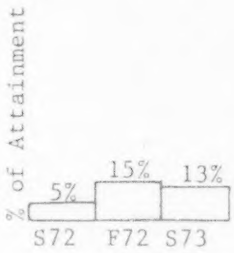

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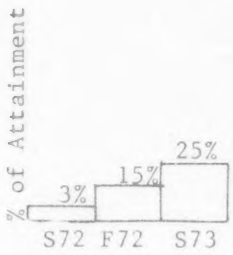

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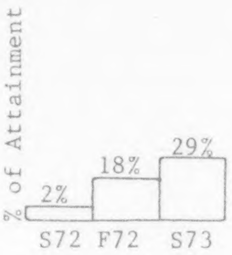
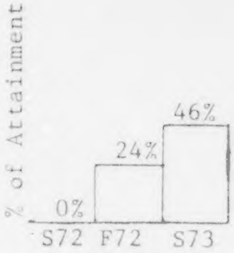


Outcome 22

Perceived Change in Self-Improvement Outcomes during Implementation of IGE - Spring 1972, Fall 1972, Spring 1973

Principal Outcomes



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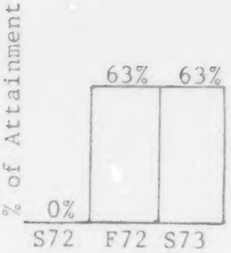

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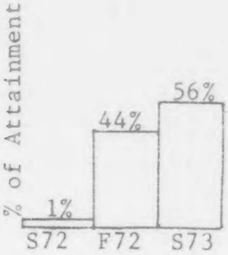

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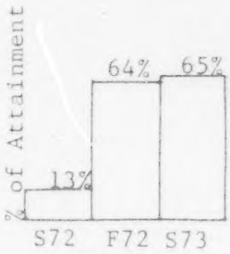

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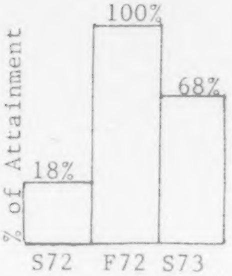

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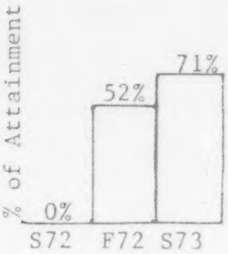
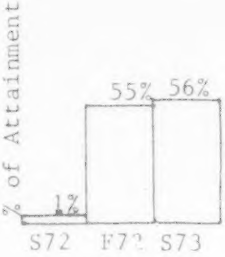
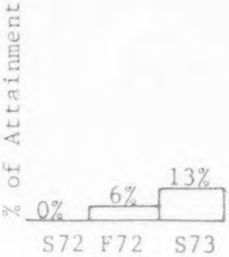


Outcome 9

Unit Leader Outcomes



Outcome 10



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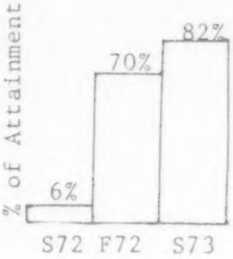
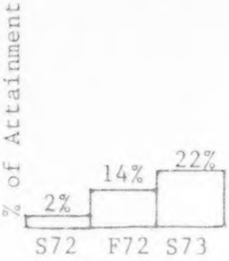


Outcome 12

Teacher Outcomes



Outcome 13

Summary of the Findings from IGE Outcome Data

The most significant factors derived from these data are the following:

1. The staff recognized their own personal commitment to the total implementation by identifying and seeking out priority outcomes.
2. The Units have been selecting outcomes on a consistent basis both on a collective and individual basis.
3. The staff has utilized the results from each monitoring session by comparing them with the student monitoring results.
4. The outcome achievement results helped identify areas of inservice which could be initiated by Unit leaders, the Principal or the Facilitator.
5. The Principal can never be quite sure about the appropriateness of staff assignments.
6. The collective teaching strengths of Unit teachers are not fully utilized after planning has taken place.
7. Greater efforts must be expended in conceiving a continued range of learning environments appropriate to the needs of the children.
8. Not enough vocal support has been received or realized by the staff.
9. More effort needs to be expanded through formal and informal observation within Units and among Units.
10. Teachers have not had success or have not placed a priority on the student selecting his or her own objectives and related learning activities.
11. Students have not, according to their teacher assessments, gained skill in verbalizing the learning objectives they have been assigned.
12. The outcomes selected as priority have shown a great degree of increase toward attainment.
13. The Facilitator was unable to respond to the questionnaire since there is no league of schools.
14. Fourteen of the thirty-five outcomes or 40% showed gains of 50% or more during the year testing period.

VI. FOLLOW-UP QUESTIONNAIRE OF TEACHER MONITORING ON IGE OUTCOMES - SPRING, 1973

Analysis of the data collected on the teacher outcomes questionnaire, previously reported, identified a degree of negativism on the part of the teachers. As a result of these rather negative responses from staff members regarding outcomes which dealt with effective utilization of staff and effective assignment of personnel to the units, the facilitator and the principal designed the following questionnaire in an attempt to identify the reasons for the negative feelings. The instrument also attempted to identify the criteria that teachers felt a Unit Leader must meet and utilize to be effective.

The following data represent the responses to this follow-up questionnaire:

Number Responding	Question
	1. In your opinion, how effectively are teachers assigned to Units to utilize their complementary strengths?
1	a. Not effectively assigned in most cases.
7	b. Effectively assigned in some cases.
4	c. Effectively assigned in most cases.
1	d. Effectively assigned in all cases.
	2. In your opinion, how effectively are the teachers assigned to Units according to their teaching strengths?
1	a. Not effectively assigned in most cases.
5	b. Effectively assigned in some cases.
5	c. Effectively assigned in most cases.
1	d. Effectively assigned in all cases.
	3. Are the teaching assignments for each activity in your Unit made on the basis of the teacher's predominant teaching strengths?
0	a. No.
11	b. Some of the time.
1	c. Most of the time.
1	d. Yes.

4. Are the talents and offerings of all teachers within the Unit available to each student as appropriate?

1 a. No.
9 b. Some of the time.
1 c. Most of the time.
1 d. Yes.

5. Which of the following attributes do you feel are most important for a Unit Leader? Place a 1 by the most important and on down.

a. Not a clock watcher
1st b. Has a feeling for people
3rd c. Has pleasing personality
2nd d. Task oriented (organized)
e. Proficiency in subject area
f. Other (write in)

6. A Unit leader should have: (check appropriate items)

7 a. Previous IGE experience
3 b. No previous IGE experience necessary
1 c. 6 months teaching at Ridgeway
7 d. 1 year teaching at Ridgeway
4 e. More than 1 year at Ridgeway
11 f. 1 or more years teaching experience
g. Other (write in)

7. A Unit Leader should be: (check appropriate items)

8 a. Elected by the Unit members
6 b. Chosen by consensus by Unit members
3 c. Appointed by the principal
d. Other (write in)

8. A Unit Leader should be: (check appropriate items)

1 a. Rotated each year
1 b. Rotated each semester
c. Rotated every two years
9 d. Retained until changed by vote of the Unit
3 e. Retained until he or she resigns
f. Kept permanently
g. Other (write in)

9. Unit members (teachers) should be: (check appropriate items)

a. Kept in the same unit always
9 b. Kept in the same unit unless requests move
1 c. Rotated between units
d. Moved when Unit size changes
11 e. Kept in same unit and children moved to retain Unit size
f. Appointed by the IIC
g. Other (write in)

10. Unit membership (teachers) should be determined by: (check appropriate items)

a. Unit Leader
7 b. Principal
9 c. Unit teachers (by their individual choice)
2 d. All teachers as a group
e. The IIC

Summary of the Results of the Follow-Up Questionnaire

A faculty meeting was held to share the total results obtained from the questionnaire. The majority of the staff felt they were indicating satisfaction when they originally completed the outcomes questionnaire.

Teachers verbalized and reinforced their awareness that they were not always able to effectively assign a teacher to the appropriate learning activity. Responses indicated that the teachers believed the Unit Leader and teachers should fulfill the following:

1. Unit Leader Qualities
    a. He or she must be task oriented
    b. Have a pleasing personality
    c. Have a feeling for fellow workers
2. Appointment of Unit Leader
    a. An individual has to have teaching experience at Ridgeway before being appointed as Unit Leader.
    b. Their selection will be based on a vote of the Unit members with final approval by the Principal.
    c. The Unit Leader will serve from semester to semester unless a new one is called for by the Unit and voted in with approval of the Principal.
3. Teacher Assignment
    a. Teachers within a Unit must request a move for intra-Unit transfer.
    b. They also would like to keep the number of teachers in each Unit uniform through regulation of student movement from year to year.

All of the above have been incorporated as policy and represent a marked influence on the staffing for fall of 1973.

SECTION V

INITIAL EFFECTS OF IGE UPON THE STUDENT

I. ATTITUDES TOWARD SCHOOL

During the fall of the 1972-73 school year a random sample of twenty-one Ridgeway students was selected for this study. The sample was stratified into a randomized block design with ethnic majority and minority groups receiving equal weights in the selection process. The students in the sample population were interviewed as to their attitude toward school.

The interviewer administered the Pupil Interview Schedule developed by the Institute for the Development of Educational Activities. The following instructions were kept in mind as the interviewer conducted the pupil survey.

1. If the interviewer feels that any of the students selected will not feel free to be completely open with you another staff member should conduct the interview.

2. The interviewer should explain each question sufficiently to ensure that the student understands and can respond to it both honestly and accurately.

3. The interviewer should mark the response in each case.

The interview schedule contains twenty-six multiple choice items. The following are the results expressed in percentage for the students interviewed. For ease of interpretation the twenty-six items have been organized into six categories.

Pupil Interview Schedule Categories

A. Student Attitudes Toward Ridgeway School

B. Student Perception of Parent Interest in Ridgeway School

C. Student Perception of the Instructional Organization

D. Student Perception of IGE Instructional Modes Used at Ridgeway School

E. Student Perception of Classroom Individualization

F. Student Knowledge of IGE

Category A: Student Attitudes Toward Ridgeway School

Item Number One: *Do you like school more this year than last?*

Response	Percentage
Yes	66.7
About the same	9.5
I don't know.	9.5
No, I liked it better last year.	14.3

Item Number Two: *Do your parents like your school more this year than last?*

Response	Percentage
Yes	47.6
About the same	4.8
I don't know.	38.1
No, they liked it better last year.	9.5

Item Number Three: *Does your best friend like school better this year than last?*

Response	Percentage
Yes	38.1
About the same	0.0
I don't know.	23.8
No, liked school better last year.	33.3

Item Number Four: *Do you like having elder and younger students in your class?*

Response	Percentage
Yes	47.6
Sometimes	23.8
I don't care.	23.8
No, I don't.	4.8

The key word in each of these items is "like." The student interviewed was given the opportunity to express like or dislike of Ridgeway School on four different occasions. It is interesting to observe that 66.7 percent of the students liked school better this year than last year. Whereas, only 38.1 percent of the students felt their best friend likes school better than last year. Almost fifty percent of the students feel that their parents like school better now that it has been reorganized in the IGE mode. The same percentage like having older and younger students in the same class.

Category B: Student Perception of Parent Interest in Ridgeway School

Item Number Five: *Have your parents attended a meeting about your school?*

Response	Percentage
Yes, both of them have.	14.3
Yes, one of them has.	47.6
I don't know.	14.3
No, they haven't.	23.8

Item Number Six: *Have your parents heard of IGE?*

Response	Percentage
Yes	76.2
I think so.	9.5
I don't know.	4.8
No, they haven't.	9.5

Ridgeway students believe that at least 85.7 percent of their parents have heard of IGE. An additional 61.9 percent of the students surveyed responded positively when asked if either one or both parents have attended meetings about their school.

Category C: Student Perception of the Instructional Organization

Item Number Seven: *Do special teachers in music, physical education, or library ever teach you?*

Response	Percentage
Yes, at least once a week.	85.7
Yes, about once a month.	14.3
I don't think so.	0.0
No	0.0

Item Number Eight: *Not counting music, art, physical education, or library, how many teachers in this school teach you?*

Response	Percentage
One or two	19.0
Three	23.8
Four	23.8
Five	14.3
Six or more	19.0

Item Number Nine: *Are you taught in the same place all day? (Do not count special subjects such as instrumental music or gym.)*

Response	Percentage
Yes, all the time.	4.8
Yes, most of the time.	14.3
No, we move around quite a bit.	81.0

Item Number Ten: *Are the same students in class with you all the time?*

Response	Percentage
Yes, always.	9.5
Yes, most of the time.	23.8
Not always.	14.3
No	52.4

Item Number Eleven: *Are there older or younger students in your class? (Students from other grade-levels)*

Response	Percentage
Always	33.3
Sometimes	52.4
I don't know.	14.3
Almost never	0.0

Item Number Twelve: *How often do the aides help you?*

Response	Percentage
At least once a day	52.4
About once or twice a week	47.6
About once a month	0.0
Never	0.0

All children responded positively to the item concerning the use of special teachers. 85.7 percent of the students reported that they receive special instruction at least once a week. On the other hand, very little consensus was reached when asked the number of teachers in the school that teach you.

When asked concerning classroom organization a majority of the students responded that instruction usually did not occur in the same place, but that there was considerable movement, that the same students were not usually grouped together, and that a variety of age groups were usually present in the classroom. Teacher aides are used considerably as perceived by the students.

Category D: Student Perception of IGE Instructional Modes Used at Ridgeway School.

Item Number Thirteen: *How often are you taught with just you and a teacher?*

Response	Percentage
At least once a day	28.6
About once or twice a week	23.8
About once a month	4.8
Almost never	19.0
Never	23.8

Item Number Fourteen: *How often do you work on things that you choose?*

Response	Percentage
At least once a day	52.4
About once or twice a week	23.8
About once a month	4.8
Never	19.0

Item Number Fifteen: *How often do you work with one other student?*

Response	Percentage
At least once a day	28.6
About once or twice a week	33.3
About once a month	28.6
Never	9.5

Item Number Sixteen: *How often are you taught in a small group (4 to 13 pupils)?*

Response	Percentage
At least once a day	61.9
About once or twice a week	33.3
About once a month	4.8
Never	0.0

Item Number Seventeen: *How often are you taught in a whole classroom size group (25 to 30 pupils)?*

Response	Percentage
At least once a day	57.1
About once or twice a week	14.3
About once a month	9.5
Never	19.0

Item Number Eighteen: *How often are you taught in a large group (50 or more pupils)?*

Response	Percentage
At least once a day	38.1
About once or twice a week	23.8
About once a month	19.0
Never	19.0

The response to these items illustrate the wide variety of instructional modes used at Ridgeway school.

Category E: Student Perception of Classroom Individualization

Item Number Nineteen: *How often do you choose what you want to learn?*

Response	Percentage
Always	9.5
At least once or twice a day	38.1
Once a week	33.3
Never	19.0

Item Number Twenty: *Do you have textbooks assigned just to you?*

Response	Percentage
Yes, in all subjects	0.0
Yes, in most subjects	9.5
Yes, in a few subjects	33.3
Only in one subject	28.6
No	28.6

Item Number Twenty-One: *Are you permitted to use the equipment and materials in your classroom, unit area, and learning center (IMC)?*

Response	Percentage
Yes, anytime	4.8
Yes, if we have permission	52.4
Sometimes	9.5
Only when the teacher tells us to	9.5

Item Number Twenty-Two: *How often are you permitted to use the learning center (IMC)?*

Response	Percentage
Anytime	9.5
Once or twice a day	23.8
Once or twice a month	4.8
Almost never	23.8

Item Number Twenty-Three: *How often are you taught something you already know?*

Response	Percentage
Many times	42.9
Sometimes	9.5
I don't know.	19.0
Almost never	28.6

Item Number Twenty-Four: *When you begin each activity do you understand what you are supposed to learn?*

Response	Percentage
Yes, always	14.3
Yes, usually	47.6
Sometimes	38.1
No, almost never	0.0

Item Number Twenty-Five: *After you are taught something, do you and your teacher agree on how well you learned it?*

Response	Percentage
Yes, always	19.0
Yes, usually	38.1
Sometimes	33.3
No, never	9.5

Student individualization and freedom of choice are illustrated in the responses found above. In item nineteen, 80.9 percent of the students responded positively when asked if they choose what they want to learn. Again in items twenty-one and twenty-two, the majority of students reponded positively when asked about their freedom to use equipment, materials, and the learning center (IMC).

The learning climate can be determined in items twenty-three, twenty-four, and twenty-five. It is interesting to point out that, when asked if they understood what they were supposed to learn before beginning an activity, none of the students responded negatively. The evaluation of the learning taking place is shown to be shared responsibility when item twenty-five is inspected.

Category F: Student Knowledge of IGE

Item Number Twenty-Six: *Has anyone talked to you about IGE?*

Response	Percentage
Yes, my teacher.	61.9
I think so.	4.8
I don't know.	4.8
No.	28.6

When asked if anyone had talked to the students about IGE, 61.9 percent repsonded "yes, my teacher." Negative responses were given by 28.6 percent of the students interviewed.

II. STUDENT ACHIEVEMENT

The following discussion concerning the achievement levels of students represent the preliminary stage of a longitudinal study designed to evaluate ten years of student achievement data at Ridgeway Elementary School. The evaluators are at this time collecting post hoc base line data for the five years previous to the implementation of IGE, including the fall of 1967 through the spring of 1972. Continuous collection of comparative data is being undertaken for an additional five years, including the fall of 1972 through the spring of 1977.

The reader should be cautioned at this time to attach little significance to the findings reported below due to the short (one year) treatment span. The student achievement data collecting periods were February, 1972 and February, 1973, therefore the question of how much of the reported achievements can be attributed to the traditional methods and how much to the IGE method is raised. One further consideration is that at the testing time in February, 1973, not all subject areas had been implemented into the IGE mode.

For ease of interpretation, reported data has been analyzed on a grade level basis as collected regardless of the fact that upon the implementation of IGE at Ridgeway Elementary School the non-graded mode of unit organization was adopted.

The Columbia Public Schools administer district-wide achievement tests to all elementary grade levels during the month of February. Grade levels one and two are exposed to the Metropolitan Readiness/Achievement Test while the third, fourth, fifth, and sixth grades are administered the Iowa Test of Basic Skills. The analysis of data discussed in this section relates to the forementioned achievement tests. It should be pointed out that these tests are cognitive in nature. Therefore, conclusions concerning the effectiveness of IGE implementation to the whole child would not be tenable.

The student achievement data were compiled from the district's student accumulative records. The test scores are given in grade equivalents (i.e., 3.2 would be equivalent to the typical third grade pupil at the end of the second month in that grade). Whereas, grade equivalents afford a convenient scale for measuring growth from year to year there are several limitations. They should not be used to determine a pupil's standing in his grade or his relative performance on different tasks.

Analysis of data was accomplished by determining a mean (e.g., the average) grade equivalent for each test category and then determining a mean (e.g., the difference) between the pre-IGE (February, 1972) and the post-IGE implementation (February, 1973) scores. Because of the mid-academic year administration of the achievement tests, only tentative, if any conclusions concerning the effectivesness of IGE implementation of the cognitive skills of Ridgeway pupils can be drawn.

The Metropolitan Readiness/Achievement Test mean scores can be found in Table 21. As only post-IGE data is available for grade one, the scores will constitute base line data for future comparisons. Analysis of the second grade mean gains (see Table 22) reveals that the "typical" pupil has a positive gain of 3 to 4 months within his grade level over the past years administration of the Metro Test.

The "t" statistic was applied to determine any significant gains. Using the two-tailed test of significance, twenty-five degrees of freedom would require at least a "t" score of 2.06. As all "t" test results for the mean gains within each of the three Metro Achievement categories was less than 2.06, it can be tentatively stated that no significant grade level gain was made between the twelve month period of test administration for the average student.

The Iowa Test of Basic Skills mean scores can be found in Table 23. Inspection of Table 24 reveals the mean gains within each category for the ITBS for grades four, five, and six. The third grade data was treated as previously stated for the first grade. The largest gains were found to be in the categories of reading and total language. A review of Ridgeway's involvement in IGE reveals that language was the first component to be implemented into the IGE mode of instruction.

The "t" statistic was again applied to the mean gains in an attempt to determine any significant gains. When the two-tailed test of significance was applied, none of the gains were found to be statistically significant.

The mathematics percentiles for grades five and six are found in Table 25. An analysis of the percentile gains shows only minor differences (±4%). The fifth and sixth grade students at Ridgeway have shown little change in percentile rank in mathematics for the past year.

TABLE TWENTY-ONE

Ridgeway Student Mean Scores Measured by the

Metropolitan Readiness/Achievement Test

GRADE LEVEL	PRE-IGE						POST-IGE					
	AVG R[1]		AVG A[2]		BATT MDN[3]		AVG R[1]		AVG A[2]		BATT MDN[3]	
	Mean	SD[4]	Mean	SD[4]	Mean	SD[4]	Mean	SD	Mean	SD	Mean	SD
FIRST GRADE (N=27)	--	--	--	--	--	--	2.09	4.12	2.32	3.36	2.04	3.51
SECOND GRADE (N=26)	1.92	3.17	2.03	2.61	1.95	3.14	2.26	4.57	2.38	3.27	2.25	4.63

Note: Dash (-) denotes lack of data.

1. AVG R=Average Reading
2. AVG A=Average Arithmetic
3. BATT MDN=Battery Median

TABLE TWENTY-TWO

Ridgeway Student Mean Gains on the

Metropolitan Readiness/Achievement Test Scores

ACHIEVEMENT CATEGORY	FIRST GRADE (N=27)		SECOND GRADE (N=26)	
	Mean Gain	"t" Value	Mean Gain	"t" Value
AVERAGE READING	--	--	0.34	0.30
AVERAGE ARITHMETIC	--	--	0.36	0.30
BATTERY MEDIAN	--	--	0.30	0.25

TABLE TWENTY THREE

Ridgeway Student Mean Scores as Measured by the Iowa Test of Basic Skills

GRADE LEVEL	PRE-IGE										POST-IGE									
	VOC[1]		READ[2]		TLANG[3]		TOTA[4]		COMP[5]		VOC[1]		READ[2]		TLANG[3]		TOTA[4]		COMP[5]	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
THIRD GRADE (N=22)	--	--	--	--	--	--	--	--	--	--	2.60	6.21	2.85	7.25	2.86	4.77	3.06	5.94	2.84	5.38
FOURTH GRADE (N=33)	2.21	2.29	2.47	2.44	2.22	1.86	2.42	2.96	2.34	1.97	2.91	3.44	3.21	4.12	3.32	3.63	3.01	3.48	3.16	3.62
FIFTH GRADE (N=33)	3.64	6.40	3.91	5.96	3.53	5.31	--	--	--	--	3.71	8.64	4.26	8.78	4.55	7.78	--	--	--	--
SIXTH GRADE (N=30)	4.28	5.57	4.08	5.96	3.79	5.90	--	--	--	--	4.22	6.79	4.80	7.83	4.47	8.09	--	--	--	--

Note: Dash (-) denotes lack of data.

1. VOC=Vocabulary
2. READ=Reading
3. TLANG=Total Language
4. TOTA=Total Arithmetic
5. COMP=Comprehensive

TABLE TWENTY-FOUR

Ridgeway Student Mean Gains on the
Iowa Test of Basic Skills

ACHIEVEMENT CATEGORY	GRADE LEVELS							
	THIRD N=22		FOURTH N=33		FIFTH N=33		SIXTH N=30	
	Mean Gain	"t" Value	Mean Gain	"t" Value	Mean Gain	"t" Value	Mean Gain	"t" Value
VOCABULARY	----	----	0.71	0.44	0.07	0.02	-0.07	-0.01
READING COMPREHENSION	----	----	0.74	1.13	0.36	0.04	0.72	0.12
TOTAL LANGUAGE SKILLS	----	----	1.10	0.24	1.02	0.11	0.68	0.09
TOTAL ARITHMETIC SKILLS	----	----	0.58	0.06	----	----	----	----
COMPREHENSION	----	----	0.82	0.09	----	----	----	----

Note: Dash (-) denotes lack of data. Df = n-1
Df = 32 "t" = 2.042 for two-tailed test of significance
Df = 29 "t" = 2.045 for two-tailed test of significance

TABLE TWENTY-FIVE

Ridgeway Student Mean Gains for Mathematics

GRADE LEVEL	PRE-IGE		POST-IGE		MEAN % GAIN
	MEAN %	SD	MEAN %	SD	
FIFTH (n = 30)	31.53	20.11	35.70	23.60	4.17
SIXTH (n = 29)	22.03	16.97	17.41	17.42	-4.62

Summary of Section V

1) The student achievement data is inclusive perhaps due to short span (one-year) of data collection, incomplete implementation of IGE, and other considerations.

2) The student attitude data was more conclusive. The following statement represent the feelings of the evaluators:

a) Students appear to like school better since the implementation of IGE.

b) Students feel that their parents are involved in the school.

c) Students perceive and agree quite consistently as to what is happening within the school.

d) Students' freedom and involvement in the learning process appears to be high.

SECTION VI

PARENT AND COMMUNITY REACTION TO RIDGEWAY IGE PROGRAM

I. PARENTS

During the month of February, 1973, the parents and guardians of Ridgeway students were mailed a letter and questionnaire soliciting their feelings regarding the advantages and disadvantages of the Ridgeway IGE program. (See Appendix H for a copy of the letter and questionnaire.) After two mailings, 68 of the 150 questionnaires were returned for a total response rate of 45%.

A statistical summary of the parent response data follows:

Item Number One: *Person completing the questionnaire*

Response	Percentages
Father	7.4
Mother	70.6
Both	20.6
Guardian	1.5

Item Number Two: *Do you live in the Ridgeway School attendance area?*

Response	Percentages
Yes	60.3
No	39.7

Item Number Three: *If the answer to number 2 is "No", which school attendance area do you live in?*

School	No. Responding
Fairview School	6
Russel Blvd. School	4
West Blvd. School	4
Sheppard Blvd. School	3
Eugene Field School	2
Parkade School	2
Blue Ridge School	2
Benton School	1
Grant School	1
Ashland School	1

Item Number Four: *How many children are in your family?*

Response	Percentages
1	10.3
2	32.4
3	20.6
4	17.6
5 or more	19.1

Item Number Five: *Up to this point, I have been given enough information about the new Individually Guided Education (IGE) program at the Ridgeway School. (The following responses are given in percents.)*

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
22.1	41.2	10.3	14.7	10.3

Item Number Six: *I would like to learn more about Individually Guided Education.*

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
45.6	30.9	8.8	5.9	1.5

Item Number Seven: *My child appears to be showing more interest in school this year since IGE began.*

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
45.6	25.0	17.6	5.9	4.4

Item Number Eight: *My child seems to learn better when he can work at his own rate.*

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
55.9	29.4	11.8	1.5	1.5

Item Number Nine: *Teacher aides are helping to make school better for my child.*

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
41.2	32.4	23.5	1.5	1.5

Item Number Ten: *Boys and girls should be taught in different sized groups (large groups, small groups, and one-one), depending on their needs and interests.*

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
67.6	23.5	8.8	0.0	0.0

Item Number Eleven: *Time should be available during the school day for students to study things which are of particular interest to them and not required of all boys and girls.*

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
63.2	23.5	8.8	1.5	2.9

Item Number Twelve: *My child seems to be happier with school since Individually Guided Education (IGE) began this year at Ridgeway School.*

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
45.6	19.1	22.1	5.9	4.4

Item Number Thirteen: *Boys and girls learn in different ways and at different speeds and the school should take care of these differences.*

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
75.0	19.1	2.9	2.9	0.0

Item Number Fourteen: *School work for boys and girls can be planned better by a team of teachers working together rather than one teacher working alone.*

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
61.8	20.6	10.3	4.4	2.9

Item Number Fifteen: *During the school day, boys and girls should be permitted to study under more than one teacher.*

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
51.5	35.3	10.3	0.0	2.9

Item Number Sixteen: *Teachers should be provided with continuous on-the-job training in order to keep up to date as part of their regular work.*

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
67.6	25.0	7.4	0.0	0.0

Item Number Seventeen: *Individually Guided Education (IGE) seems to have helped Ridgeway teachers show more concern for my child.*

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
35.3	25.0	26.5	5.9	2.9

Item Number Eighteen: *Individually Guided Education (IGE) at Ridgeway has encouraged me to become more interested in what is happening in school.*

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
25.0	45.0	17.6	2.9	5.9

Item Number Nineteen: *Students are frequently able to help teachers decide what to study.*

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
17.6	27.9	38.2	8.8	5.9

Item Number Twenty: *Grouping of different ages, such as 5, 6, and 7 year olds, can let children learn better from each other.*

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
36.8	39.7	20.6	0.0	2.9

Several parents added additional comments about the IGE program at Ridgeway which were recorded for inclusion in this report. These comments were as follows:

In regard to answers 7 & 12, my children are perfectly miserable at school this year but it is probably not IGE. We moved here last summer and they're having a very hard time adjusting.

I work as a parent aid at Ridgeway ½ day per week. I can see tremendous growth since September in many areas. Of course, there is still a long way to go but I think IGE is on the right track.

We would prefer a letter grade such as ABCD instead of needs improvement or satisfactory. We feel we really don't know where our child stands; how much improvement is needed.

Keep the good work up.

Had it not been for Mrs. Val Hinshaw recommending IGE last summer, I would be still crying and wringing my hands.

When you say "boys and girls," it sounds like you are separating the children into a group of boys and a group of girls.

Two great needs are obvious:

1. Socio-economic levels should be balanced.
2. Instruction and/or independent activity should be individualized in areas other than just reading and math, that is truly an IGE program in all aspects.

We felt that many of the questions were loaded and that in general it is not a very good tool for evaluation of the program at Ridgeway.

More aids and paid aids would be better. Some areas like creative writing and science seem to be forgotten by the team. Harder for a team to see whole child.

My children only attended Ridgeway School for 4 to 6 weeks. They liked the class arrangements.

My child was a "drop-out" but not because we did not like the program. I am glad she had the experience of being a "minority" but some social problems due to racial imbalance made her feel in constant conflict having to choose between friends. Transportation and baby-sitting fees also became too bothersome.

II. COMMUNITY REACTION

During the months of November and December, 1972, two telephone surveys with a corresponding mail-out questionnaire were conducted of randomly selected members of the community. The purpose of the surveys was to solicit feelings of individuals within the community toward the

IGE program at Ridgeway Elementary School. Originally, four hundred names were randomly selected from the Columbia, Missouri Telephone Directory. The four hundred figure was chosen because it represented a potentially acceptable return rate in light of the anticipated responses. Unfortunately the turnover rate of telephone service within a community servicing two colleges and a state university proved to be excessive--even at the level of four hundred.

Since the original random sample did not produce the desired results, a second random sample of three hundred people within the community was drawn and added to the original sample of four hundred. People contacted from the two samples were asked the following three questions:

1. Do you live within the Columbia Public School District? If the party answered "no" this was recorded and no further questions were asked; if the respondent answered "yes", the second question was asked.

2. Have you heard of the new instructional program being used in the Ridgeway School called Individually Guided Education or sometimes called IGE? If the answering party responded "no", this was marked and no further questions were asked. If they responded "yes", they were asked the third question.

3. Would you be willing to assist us in sampling community attitude towards this program by taking a few minutes to fill out a short questionnaire? If the party responded "no" this was recorded; if they responded "yes", a questionnaire (see Appendix I) was sent to them.

The first survey of four hundred names from the Columbia phone book yielded the following results:

1. 25 people or 6% did not live in the Columbia School District.

2. 119 people or 30% had not heard of the IGE program at Ridgeway.

3. 20 people or 5% had heard of the Ridgeway program but did not wish to fill out the questionnaire.

4. 176 people or 44% could not be contacted either after three phone calls or the phone number was no longer in service.

5. 60 people or 15% agreed to fill out the questionnaire.

The second sample of three hundred names was drawn and their responses to the three questions were as follows:

1. 12 people or 4% did not live in the Columbia School District.
2. 92 people or 31% had not heard of the IGE program at Ridgeway.
3. 22 people or 7% had heard of the Ridgeway program, but did not wish to fill out the questionnaire.
4. 141 people or 47% could not be contacted either after three phone calls or the phone number was no longer in service.
5. 33 people or 11% agreed to fill out the questionnaire.

Of the original seven hundred who were randomly selected, a total of 93 people agreed to answer the community opinionnaire concerning the IGE program at Ridgeway. Follow-up phone calls to those who did not return the questionnaire resulted in a final total of 64 persons or 69% responding to the opinionnaire. The following are the results of their responses:

Item Number One: *Sex*

Response	Percentage
Male	17.5
Female	65.0
Both	17.5

Item Number Two: *Age*

Response	Percentage
0-19	0.0
20-29	26.5
30-39	28.1
40-49	9.3
Over 50	18.7
No Response	17.1

Item Number Three: *In which school attendance area do you live?*

Response	Percentage
Thomas M. Benton Elementary	6.3
Blue Ridge Elementary	7.8
Fairview Elementary	12.5
Eugene Field Elementary	4.6
Ulysses S. Grant Elementary	7.8
Parkade Elementary	6.3
John Ridgeway Elementary	1.6
Rock Bridge Elementary	1.6
Russell Boulevard Elementary	17.2
Shepard Boulevard Elementary	7.8
West Boulevard Elementary	9.3
Two-Mile Prairie Elementary	0.0
Robert E. Lee Elementary	1.6

Item Number Four: *How many school age children do you have?*

Response	Percentage
0	43.7
1	14.1
2	17.1
3	3.2
4	3.2
5	0.0
More than 5	0.0
No Response	18.7

Item Number Five: *Do you know children attending Ridgeway School?*

Response	Percentage
Yes	18.7
No	62.6
No Response	18.7

For those questions which remained, the respondents were asked to respond on a five point scale which ranged from strongly agree to strongly disagree. These responses were then converted to mean scores by multiplying the total number of responses to a particular item by a 5 if they strongly agreed, 4 if they agreed, 3 if they were undecided, 2 if they disagreed, and 1 if they strongly disagreed. The higher the mean score, the more the respondents tended to agree with the statements. (The highest possible mean score being 5.00.) The following are the results of this analysis.

Item Number Six: *I would like to learn more about Individually Guided Education, the new program at Ridgeway School.*

Mean Score	4.25

Item Number Seven: *Boys and girls learn at different rates and different speeds. The school program should provide each child the opportunity to learn at his own rate and speed.*

Mean Score	4.68

Item Number Eight: *Since boys and girls learn in different ways, the school program should provide each child the opportunity to learn in a way that fits them best.*

Mean Score	4.48

Item Number Nine: *Teachers should be provided with continuous on-the-job training as a part of their regular school work.*

Mean Score	4.43

Item Number Ten: *Community members should be encouraged to become involved in school activities such as advisory committees, teacher aides, etc.*

Mean Score	4.23

Item Number Eleven: *Some schools provide teachers with aides to assist in clerical and non-professional tasks. The use of teacher aides help make school a better place for children.*

Mean Score	4.40

Item Number Twelve: *Boys and girls should be taught in different sized groups (large groups, small groups, one-to-one, committees, etc.) depending on their individual needs.*

Mean Score	4.44

Item Number Thirteen: *During school, time should be available for boys and girls to study things which are of particular interest to them which are not required of all boys and girls.*

Mean Score	4.48

Item Number Fourteen: *School work for boys and girls can be improved by having a team of teachers plan the work rather than one teacher working alone.*

Mean Score	3.98

Item Number Fifteen: *The new program at Ridgeway School, Individually Guided Education, should be started in other elementary schools in Columbia.*

Mean Score	4.13

III. LOCAL PUBLICITY

Written Information. Several times during the pre-implementation and implementation stages of the Ridgeway Elementary Program print articles were published that referred to IGE. A copy of each of these articles are contained in Appendix J. The title and dates of the publications are as follows:

1. "IGE Comes to Missouri: CEI and /I/D/E/A/ Cooperate in Implementing Individually Guided Education," Missouri School Board, Vol. XVIII, Number 7, September 1971.
2. "Questions Temper Support for Open Classrooms," The Columbia Missourian, Thursday, May 18, 1972.
3. "IGE Given Approval by Board," The Columbia Daily Tribune, Tuesday, May 23, 1972.
4. "Ridgeway IGE: Getting It Together," Campus Columns, Friday, June 30, 1972.
5. "Informal Education," The Columbia Missourian, November 19, 1972.
6. "Columbia Tries Open Classrooms: Ridgeway Students Having Fun," The Columbia Missourian, Wednesday, December 6, 1972.
7. "School Board Ponders Change in Busing Policy," The Columbia Daily Tribune, Thursday, April 5, 1973.
8. "Ridgeway Presents Its Programs," The Columbia Missourian, May 10, 1973.
9. "Ridgeway to Display Innovative Programs," The Columbia Missourian, May 20, 1973.
10. "Public Will Have Chance to Learn About Special Program At Ridgeway," The Columbia Daily Tribune, May 21, 1973.

Media In addition to written articles concerning the Ridgeway Program, two oral presentations about the program were made for the benefit of the Columbia community. The first occurred on July 29, 1972 and was aired on KBIA Radio. Then on July 25, 1973 Eva Ordway's show "Perspectives," featured the Ridgeway Program on KOMU-TV.

SECTION VII: SUMMARY OF THE PURPOSES OF THE STUDY

It was initially agreed that this investigation would be conducted to provide pertinent data and information concerning implementation of the IGE system in an elementary school. Five purposes were stated for this study which dealt with important variables in the IGE implementation process. The five purposes follow:

1. To assess the attitudes of parents in a model IGE school.
2. To evaluate the cost factors associated with implementing the IGE program.
3. To assess the effects of IGE implementation upon the local community.
4. To assess the possibilities of using IGE materials in preservice, undergraduate, and graduate education courses.
5. To evaluate the IGE materials as utilized by elementary teachers during their ongoing inservice program.

In the following pages each purpose will be considered individually and the findings pertinent to that purpose will be stated and discussed.

I. ASSESSMENT OF PARENT ATTITUDES OF RIDGEWAY STUDENTS

In education, as in any socialization process, the attitudes of people are extremely important. When the process under consideration is the educational program for elementary school boys and girls, the issue is one of deep concern to parents. Needless to say, attitudes of parents are important, especially when it is their children who are experiencing a new or different educational process. Whether the process is old or new, good or bad, it is doomed to failure without parental goodwill and support. Since information regarding parental attitude toward IGE is crucial to such a program, data was obtained from Ridgeway parents who completed questionnaires; this data revealed the following pertinent findings:

1. Over 63% of the respondents felt they had been given enough information about the IGE program at Ridgeway.
2. 70% of the respondents felt their child was showing more interest in and were happier with school since IGE began.
3. 90% of the parents responding to the questionnaire believed that children should be taught in differentiated learning modes.
4. 70% of the respondents believed that the IGE program at Ridgeway had encouraged them to become more interested in what was happening at school.
5. Over 70% of the respondents believed that multi-age grouping helps the learning process.

The findings stated above support the conclusions that at least two-thirds of the Ridgeway School parents (1) have positive attitudes about the IGE program, (2) feel that the home-school communication has been improved, and (3) feel their children are happier in an IGE school than they were in a traditional school.

II. EVALUATION OF COST FACTORS ASSOCIATED WITH RIDGEWAY IGE IMPLEMENTATION

Education, like other public services, has experienced increasing costs the past few decades. This educational inflation has placed a strain on the taxpayer through increased school revenue taxes. The past five years have been characterized as the era of the taxpayers revolt, especially in the area of school levys and bond issues. This increased cost coupled with taxpayer revolt has resulted in increased pressure for quality education with the expectation by the taxpayer that quality be accomplished for the same amount of dollars.

Collection of cost expenditure data for the first year of implementation at Ridgeway IGE school revealed additional expenses of (1) approximately $12,877.00 in instructional costs, including materials, (2) approximately $44,000.00 in capital outlay costs to renovate the school building, and

(3) $6,000.00 for faculty inservice training.

The findings stated above support the conclusion that IGE can be implemented in an old traditionally designed building, with a traditional, but committed, faculty and principal for approximately the same amount expended for operating a traditional elementary school. Implementation did require a modest first year investment of $6,000.00 for inservice training of staff. The expenditure for remodeling was not necessitated by IGE, but was needed regardless of the type of educational program housed therein.

III. EFFECTS OF IGE IMPLEMENTATION UPON THE COLUMBIA MISSOURI COMMUNITY

Educational change does not happen in isolation. If, in fact, change is to be implemented and continued, it must find its roots in soil of community via numerous newspaper, television, and radio messages about the Ridgeway IGE program. As a result of this campaign 70% of those polled had heard of the IGE educational program. The data obtained from the completed questionnaires by members of the community revealed the following:

1. A desire by the respondents to learn more about the Ridgeway program.
2. A belief on the part of the respondents that the school program should provide each child the opportunity to learn at his own rate and speed, and by means of differing learning modes.
3. Strong indication that children should be allowed to study in those areas which are of particular interest to them, areas which may not be required of all children.
4. A strong belief that IGE should be begun in other Columbia schools.

A conclusion drawn from these data indicates a concentrated effort was made to involve the total community in the IGE change program resulting in strong support.

IV. ASSESSMENT OF THE POSSIBILITIES OF USING IGE MATERIALS IN PRESERVICE, UNDERGRADUATE AND GRADUATE EDUCATION COURSES

The use of IGE materials in both undergraduate and graduate credit courses has been verified within this case study. A total of thirteen teachers from the Ridgeway staff received graduate credit for a five-hour course based on IGE materials. Nineteen sophomore and junior students from the College of Education, University of Missouri-Columbia, received from 1-4 hours of undergraduate education credit for working as aides in the Ridgeway School. A total of thirty-six students from Stephens College and the University of Missouri-Columbia received eight hours of student teaching credit for their experiences in the Ridgeway program.

Additionally, the effects of the Ridgeway program have reached the University of Missouri Laboratory school. Plans for implementation of IGE in the Laboratory school have been made for the fall of 1974. Staff members of the University Laboratory school and faculty members of the Department of Curriculum and Instruction of the University will participate in a one year inservice program before implementation. Ridgeway staff members will assist in these workshops. With implementation in the 1974 school year, student teachers will have experiences as observers and as teachers in an IGE Lab school. The resulting conclusion is clear: Both IGE and IGE materials have had considerable impact upon the graduate and undergraduate teacher training programs of the University of Missouri-Columbia.

V. EVALUATION OF IGE MATERIALS AS UTILIZED BY ELEMENTARY TEACHERS DURING THEIR ONGOING INSERVICE EXPERIENCE

During the implementation year, the Ridgeway teachers were given the opportunity to gain first-hand knowledge of the IGE training materials. During the year, the teachers were administered the twenty-six IGE material content tests. The mean scores for the Ridgeway teachers on knowledge of IGE materials was 84%.

This achievement reflects 10% greater knowledge of IGE materials than was found within a similar group of teachers in Texas, who were administered the same group of twenty-six tests. It may be concluded from these data that the Ridgeway teachers exhibited high interaction with the materials and gained a substantial knowledge concerning the IGE processes.

VI. SUMMARY

This study has attempted to capture, catalogue, analyze and report the substance of a maturing idea, from its inception in the minds of a few school patrons and the school district curriculum council, to fruition after one year of IGE implementation in the John Ridgeway Elementary School. It has been established through this study that (1) IGE implementation is possible in an old building, (2) it need not cost more than traditional programs, (3) the community was interested in the IGE concept, (4) a large majority of the Ridgeway parents were pleased with the program, (5) a majority of the students liked the program better than a traditional program, and (6) parents agreed with the basic concepts undergrading the IGE system.

Much progress has been made and yet much remains to be done. Perhaps the most significant finding of this study is captured by our Ridgeway student artist whose creativity graces the cover of this report, "A friend needs a friend."

APPENDIX A

Philosophy and Rationale for Elementary Education in Columbia, Missouri

An elementary educational program should be predicated on certain basic concepts:

1. Education is an individually pursued matter and students vary tremendously in terms of their individual rates of development, the complexity of concepts and skills mastered and the interests, motivation and background they bring to the learning environment. Consequently, the educational program should be ungraded.

2. Schools must strive to develop an independent learner, i.e. one who is increasingly capable of effectively structuring his own learning situation and generating his own knowledge. The classroom learning environment should require higher level thinking processes as well as the retention of facts. These have ramifications for the format of the classroom learning situation.

3. Students should assume increasing responsibility for their own learning. There should be a balance in teacher-directed learning as well as student-initiated learning.

4. Educational objectives can be attained through many routes; therefore, the same intellectual diet is not necessary for each child. Students differ in their modes or styles of learning and the instructional program should reflect this.

5. The development of the individual's self-concept should be enhanced through his experiences during the school day. He should discover that he is capable of self-direction and finds success and satisfaction in his activities and that he is working on tasks that are relevant to him and his world.

6. The appropriate movement of students into various learning groups based upon their specific needs and interests is of the utmost importance and so will require an environment and a process allowing for maximum flexibility.

7. Since the students will vary in their profiles of skills and knowledge in each academic area, this will require the ability to appropriately place the students in learning groups throughout the day, movement of students from one teacher to another and vice-versa, the movement of students from one room to another, and students of differing age levels working together.

8. Grouping of students in terms of skill and concept needs should be supplemented by grouping of students by interest during the instructional program.

9. The achievement of appropriate objectives presupposes students using differing materials and media depending upon what is pertinent for them at the time.

10. There should be time during the day for students to make choices and pursue areas of personal interest which has relevance for them.

11. Teachers working as a team and on a cooperative basis provide the possibility not only of flexibility, choice and appropriate placement for students, but for professional stimulation and growth on the part of each teacher.

12. Volunteer aides and parents can add significantly to an educational program by:

    a. Assuming non-technical tasks so that teachers can spend more time with the instructional program.

    b. Under the teacher's direction, providing reinforcement for students needing assistance.

    c. Providing a source of student encouragement and self-concept enhancement by being available and taking an interest in what the student has to say.

13. The curriculum and instructional objectives can be more effectively met if the program is divided into large group, small group, and individualized and independent work.

14. These concepts can be attained in a number of ways, but it does begin to suggest an educational program predicated at least partially on the following:

ROOM STRUCTURE

1. Two or more rooms geographically adjoining in which the assigned teachers and students operate as a team. It would be more advantageous if connecting walls between the rooms were eliminated, but the absence of this would not prohibit the functioning on a team basis.

2. The rooms could be established for certain disciplines thereby making better use of limited materials. For example, one room could be set up as a social studies-science room in which exploration and the process approach is implemented, another for mathematics, and another for language arts, etc.

3. Rooms could be established on a self-contained basis with the students traveling to learning stations with the learning tasks geared to the individual needs of the students.

4. Interest and independent study areas should be made available in the self-contained rooms or the rooms designated for specific subjects. These would be areas where learning tasks were placed or materials which allow a student to pursue knowledge on his own or at the teacher's direction.

5. It would be appropriate for maintaining the informality of the classroom to provide some kind of floor covering which would allow students to work in small groups where appropriate. This would eliminate the need for assigned desks, but tables or desks of some kind should be available for use in a program.

6. Desks and chairs would be in continuous regrouping cycles depending on what was going on in the classroom at the moment and to make interest areas possible in different parts of the room.

7. Learning stations for multiple activities and taking into consideration individual needs would be developed around the room as well as in such areas as the hall and library.

STUDENT ORGANIZATION

1. Basically students will be assigned to a team of teachers; consequently, from 50 to 100 students would be assigned to a team.

2. Each team's group of students would include youngsters of varying ages.

3. Within the team, students would be grouped and regrouped depending upon the instructional program involved and the level of student achievement in that subject. Some groupings would be students chosen since it would involve personal interests.

4. Students would move from group to group and from room to room, again depending upon the learning task at the moment. Each student would have certain work assigned for completion in keeping with his needs and achievement level. If completed in time, he would be able to pursue other tasks.

5. Students would participate in some large group efforts, some small group discussion or research efforts, and some individual or independent work.

6. Student tutors would be utilized which would benefit both the student being tutored and the tutor.

7. Part of the day would allow for students' choice of work and independent study activities.

8. Choice courses might be developed on a total school basis and for which time would need to be provided.

9. Students would move from station to station within a room or to stations between rooms.

ORGANIZATION OF TEACHERS

1. Teachers would work in teams of varying sizes depending upon the needs of the building as a whole.

2. The most appropriate organization would be determined by the teams in school, i.e. whether teachers would be organized on a subject skill basis or would work with all subjects.

3. Consideration would be given as to whether a team would want its full complement of teachers or one less teacher, but two aides.

4. Teachers would utilize assigned aides and volunteers from the University of Missouri, Stephens College, parents and other interested personnel.

5. The teachers would work diagnostically to determine needs of youngsters, prescriptively in placing them in appropriate learning stations and for bringing them in contact with appropriate material; and as a stimulator, guide, director and resource person for all students.

6. In this kind of a situation, there would be less time devoted to large group instruction and more time to small group and independent work.

INSTRUCTIONAL PROGRAM

1. The instructional program will need to be diagnostic and prescriptive for the sequential skills and must provide for the flexibility to regroup youngsters into appropriate groups at all times. The program should include some concepts and skills which are common for all and some concepts unique to different individuals.

2. Multiple materials and equipment will need to be available in each school and the teachers cognizant of its appropriate use. The materials used to obtain the instructional objectives will vary with different students, but should be selected for their appropriateness for the needs of each child. While in the sequential skills, a pattern developed by a text series would be followed. The materials used to develop mastery of these skills would not be limited to the textbook series. Instructional material, commercial and teacher-made would include various textbooks, resource books, programmed material, tapes, games, various science and social studies material, intellectual tasks and challenge sheets which would require the utilization of higher levels of thinking, skill and concept development and reinforcement, creative tasks, etc.

3. Individual profiles will need to be developed for each student so that he does not become lost during the school year.

4. The instructional program will include activities for large group, small group and for independent and individualized study. While the instructional program would utilize all parts of the room or rooms, it would also take advantage of hall space and the learning center.

5. The instructional program will need to encourage intellectual tasks that will require the student to do more structuring of hiw own learning and will establish tasks that will require him to engage in the higher level thought process such as conceptualizing, analyzing, evaluating and synthesizing. It will also involve practice in planning and working with other students. In areas such as social studies and science, students should be involved as a social scientist or scientist would be.

6. Since the instructional program would be ungraded it should provide for students to progress in accordance with their ability and rate of achievement as well as provide for creativity, enrichment and specific and unique interests on their part.

7. There should be areas or stations which promote specific learning activities in keeping with differing needs of students. These stations would contain the multiple materials, games, tasks, interest areas, etc. and would be utilized in a very valuable way.

8. Time and material for independent study should be provided.

9. Mini courses which provide for individual interest should be encouraged.

10. Students would be given certain basic individualized assignments to accomplish in keeping with their unique needs. When completed, students should pursue other interests. However, all students would have some time available to select activities of interest to them and from which they could profit. Some of this time they could select an activity from many; however, some time could be set aside for free choices.

APPENDIX B

Concerns, Components and Procedures for IGE Implementation

There is a constant search for the best educational program for all students and to discover what knowledge is of most worth but the educational program should reflect the fact that this best program and most useful knowledge will in truth vary within each individual to some extent.

Students of the same age vary in ability, background, interests, growth patterns, modes or styles of learning, rates of development, knowledge, complexity of skills mastered, materials and activities to which they will respond most effectively and in many other ways each individual's growth pattern in itself is irregular; consequently, if we in fact believe in the best education for each child, all students don't need the same educational program. The instructional program should reflect this diversity in its attempts to provide appropriately for each child. A program should be ungraded and provide for maximum individualization in objectives, content, and methodology consistent with those common learnings and experiences all students need and those unique needs of each individual. Education is an individually pursued matter, but the ideal program provides for some common objectives as well as for those which are unique to the individual. Even the common objectives can be pursued effectively in many different ways.

Schools must strive to develop an independent learner, i.e. one who becomes increasingly capable of effectively structuring his own learning situation and generating knowledge. He must thus learn to be less and less dependent on the teacher for direction in selecting goals and effectively pursuing them. The instructional program should encourage the higher level thought processes in addition to stressing retention of facts. The student should become increasingly responsible for his own learning. There should be a balance of student teacher goal setting, teacher directed and student initiated learning which would provide the most appropriate outcomes for each student.

The education program should reflect appropriate affective goals as well as cognitive. Stress needs to be placed on developing sensitivity, compassion, and concern for others. It should help the student develop values and attitudes consistent with humanitarian ideals about himself, others and his world. Each student should learn how to work with others as well as individually.

The development of the individual's self concept should be enhanced by his experiences through the school day. He should discover that he is increasingly capable of effective self-direction, find success and satisfaction in his activities, and see that he is working on tasks that are relevant to him and his world.

The movement of students into appropriate learning groups, areas or individual endeavors based upon their specific needs and interests, is of the utmost importance and so will require a situation and process allowing for considerable flexibility. Grouping of students in terms of skill and concept needs should be supplemented by student grouping by interest and individual effort during the instructional program. There should be times during the day for students to make choices and pursue areas of personal interest which has relevance for them.

Chronological age is not the best determiner of what instructional program students' needs and interests dictate; consequently, the most appropriate grouping for different instructional activities may include students of differing ages.

The achievement of appropriate objectives presupposes the possibility of students using differing materials and engaging in differing activities depending on what is pertinent for them at the time; consequently, they should be surrounded and have access to a rich variety of materials.

Teachers working as a team and on a cooperative basis provide the possibility not only of flexibility, choice, and more appropriate placement of students, but for professional stimulation and growth on the part of the teachers.

Volunteer aides, teacher assistants, and parents can add significantly to an educational program by:

1. Assuming non-technical tasks so that the teacher might spend more time with the instructional program and with small groups and individuals to personalize it even further.

2. Providing, under the teacher's direction, reinforcement for students needing assistance as well as additional learning possibilities and enrichment for all students.

3. Providing an additional source of encouragement and self-concept enhancement for students by just being available and taking an interest in what the student has to say.

Curriculum and instructional objectives can be more effectively and efficiently met if the program is appropriately organized into large group, small group, individualized and independent activities.

Components of the Program

Individualized education does not contemplate independent study only, but does refer to a program which provides for the ever changing needs and interests of the individual. Thus the program will consist of much small group work where students work on concepts or skills for which they are ready as well as independent activity. It also means students should have opportunities to follow interests; so materials, interest areas, and opportunities should be a planned part of the program. The program for each child would consist of some objectives jointly arrived at by student teacher conference, while others would be teacher directed or student initiated. Considerable effort would be placed on helping the student learn how to evaluate the results. One objective would be to help students become increasingly desirous and capable of this self actualization.

The school staff and students would be divided into teams - the size of each could range from two to four teachers, fifty to one hundred students and assigned aides and volunteers. The rooms would be geographically adjacent to each other. To increase the feeling of identification as a part of the total group and thus making more normal the movement of a student to various instructional groups, it would be helpful to do some minor remodeling by creating openings such as walkways and see through areas between the rooms in a team. For maintaining informality and decreasing noise, it would be helpful if part of each room had an area covered by a rug. While contributing to the success of the program, the absence of the rugs and remodeling would not prohibit the team from functioning.

Each team would plan, organize and develop an educational program to fit the ever changing needs and interests of a group of students whose chronological age may vary two or three years. Since the program would attempt to provide for an individualized education, the organization must have a maximum of flexibility to allow for continuous regrouping of small groups of students and movement of individuals.

The team rooms could be set up in such a way that each could be equipped for certain disciplines such as science, mathematics, art, etc. This would allow the team to place all the materials specifically designed for inquiring into that discipline in one room for more efficient utilization of limited materials. This would allow regular instructional groups to move to the area where the requisite equipment and materials would be located or for students to be able to move back and forth rather freely when they had choice time to work on projects that particularly interested them. However, the team may decide to have each room self-contained as far as materials are concerned. In this kind of organization the team could make the decisions as to whether or when teachers moved, students moved, or both. The building could function effectively even with each team organized differently.

The fact that several teachers and aides are working in the team increases the possibilities that students could be working in groups whose needs are more nearly like their own. Because such a wide range of ability and variety of needs exist in any given classroom, the opportunities afforded by teaming for the students to fit into a more appropriate instructional group, even though it would be in a different room, would mean better opportunities for the child. Thus the program would be planned and organized to allow students to move from group to group and room to room in the team depending on the learning task involved at any given time. Each student would have certain work assigned to complete in keeping with his needs and achievement level. He would also have an opportunity to pursue and explore specific interests; consequently, the program would be ungraded in that it would allow students to move at their own pace and would be individualized in that students would be working in groups and independently on work to meet their needs and interests utilizing a variety of materials and approaches. The materials, approaches, and activities would be designed for the individual student and would provide for creativity, enrichment and common and unique interests and needs.

The very evident fact that students' needs continue to shift and change reminds us the groupings need to remain flexible. Desks and chairs would be in continuous regrouping cycles depending on what was going on at the time. Not to be overlooked is the fact that each teacher in a team has certain areas of expertise, and these can be utilized more effectively for all students by operating on a team basis. In evaluating a student, there is value in more than one teacher having contact with the child so that the resulting decision concerning his educational needs can reflect the pooling of observations. However, each teacher will be assigned certain students to counsel with and to maintain in an appropriate instructional program. It is imperative that each team of teachers have a common planning period to meet together of forty minutes each day and that profiles of students' needs are continuously updated.

Since chronological age is not the best criterion for determining intellectual, social and physical development of children, each team would consist of children with an age range of two to three years. Each team would also have overlapping ages. This arrangement would provide for some social growth in that older students would be able to help the younger ones easily. Because the students in a team would identify with each other, the formation of instructional groups of youngsters with similar needs could more effectively be done if age were no barrier. Formation of interest groups also seem to ignore strict age barriers.

Instruction would be divided into those organizational schemes that fit the objectives best. These are large group, small group and independent study. Since each team would consist of teachers and aides and since the focus is on individualized instruction, the organizational scheme most often observed would be small group and independent effort. Profiles of needs of each child in the sequential skills of reading and arithmetic would be followed in grouping and regrouping youngsters into appropriate small groups or independently to work on materials and activities designed to help them specifically. Since the social studies and science programs are designed as inquiry oriented activities, they lend themselves ideally to small group and independent activities where all students are actively engaged in pursuing ideas, challenges, and tasks. Some groups would be student chosen since it would involve personal interests. In these kind of programs a textbook is only a take off point to the utilization of multiple materials and activities requiring the student to organize, analyze, draw conclusions, make predictions and evaluations, etc. In the ideal program, it would be difficult to differentiate whether specific assignments or student interests were the initiating force for any group or individual. Aides operating under the teachers' direction could assist small groups and individuals.

Materials and activities used to obtain the instructional objectives would vary with different students, but should be selected for their appropriateness for the needs of each child, which presupposes a wide variety. While in the sequential skills, a pattern developed by a specific program would generally be followed to avoid gaps in the child's development. However, the materials and equipment used to develop mastery of these skills would not be limited to a textbook series, but would include a variety of instructional materials - both commercial and teacher made - and various textbooks, resource books, experiences, publications, programmed material, student made material, tapes, games, audio-visual, hardware and software.

Interest areas or stations would be established in the rooms containing a variety of materials and challenge tasks, games, equipment, etc. covering a general area which would provide not only for students working on assignments, but where time could be spent when the student had time just to explore particular interests. All areas of the building should be utilized where groupings and interest areas could appropriately exist such as hallways and library. The utilization of parts of the community and area immediately surrounding the school should be included in the program.

To assist the effective operation of small groups and independent work, each team would have assigned aides from the College of Education, University of Missouri as well as parent and other volunteers. Aides can do many of the tasks necessary to individualize an instructional program so that the teacher in the team can devote much more time to planning and working directly with groups of students and individuals. They can do many things such as giving and grading papers and tests which help to determine student needs, keep profile sheets up to date, help students operate equipment and locate materials, help students needing drill or reinforcement work in addition to particular areas of expertise each aide may possess.

Teachers would operate as diagnosticians in determining specific needs of each child, prescribers in that they could determine what activities and materials would help the student meet certain needs, what groups they would best fit into in each area at any given time, and as stimulators, guides, resource people and directors.

Thus the program during the day would vary for different individuals, but will be diagnostic and prescriptive for the sequential skills, and thus must provide for the flexibility to regroup youngsters into appropriate groups or individual endeavors at all times. "Profile" sheets would need to be maintained for each child and with the aid of the child at all times so that no one is "lost" in the group. The program would include some objectives common for all and some unique to different individuals.

The program obviously would be designed so that students would become increasingly independent in learning to establish goals, structuring a task for solving, proceeding effectively and evaluating the results. Consequently, tasks and challenges would be presented by the teacher, by the student, or through selected tasks developed by each academic area and requiring higher level thought processes using the _Taxonomy of Educational Objectives_ as a guide. These can be commercial or teacher made, but would be important to the program.

In areas such as social studies and science, a student should be involved as a social scientist or scientist would be, utilizing the method of inquiry and learning the processes important to developing real understanding and the ability to formulate hypothesis, make predictions, organize and analyze data, form conclusions and evaluate them. There would be less reliance on a single text; more on multiple materials and experiences. Some of the materials and activities are present now, but would need to be expanded, such as our social studies library program and the ESS and EIS science materials.

Students would have certain basic individualized assignments which may be accomplished in a group, individually, or both, in keeping with their specific needs. When completed, students could pursue other educational interests. However, all students would have some time available also when they could pursue selected interests stimulated by a teacher, subject, experience, student, or simply by the availability of many materials and kinds of equipment.

Procedure for Implementation

1. Select a school for the development of a pilot program.

Criteria for Selection

The school should have considerable capacity for growth without overcrowding so that parents from outside that attendance area could send their children if they wish.

The staff should be interested in developing the program, have indicated a flexibility and skill in individualizing the present program, and have relatively little teacher turnover.

The principal should be knowledgeable about and interested in developing the program.

The school should be geographically near other elementary schools so that if parents wish to withdraw their children they could still attend schools not too distant from their homes.

2. Discuss the proposed program fully with the parents in the school selected. This should be done in small groups.

3. The parents who express an interest in having their children remain in the school should sign a request slip. At the conclusion of this, the total number remaining in the school would be known.

4. Hold an informational meeting for interested parents who live outside that attendance district. Secure written requests for transfer from those parents who wish their children to attend the school. Transfers would be accepted on the basis of the date of receipt of the requests.

5. Transportation to the school would need to be furnished by the parents as in the case with all transfer requests.

6. Members of the staff would work on the program during the latter part of the school year 1971-72. This would involve bringing in consultants, visiting other schools where similar programs are in operation, con-

siderable reading and planning, to become knowledgeable about the philosophy and procedures of individualizing a program. The staff would work closely with members of the PTA as the program developed.

7. The school staff would be employed for a specified time during the summer to continue developing the program, its goals and objectives, the processes by which it would be implemented, the organization necessary to achieve its purpose, and the preparation of the learning areas. Any minor remodeling would need to take place during the summer and materials, commercial and teacher made, to increase the possibilities of individualizing the program, would be purchased and developed.

8. Plan an inservice training program for the following school year to continue the staff development.

9. The College of Education at the University of Missouri would be closely tied into the program in terms of staff training, program development, and teacher assistants.

The full development of this program will take time and will be an evolutionary process rather than revolutionary as skills and understanding are developed.

APPENDIX C

COLUMBIA PUBLIC SCHOOLS
BOARD OF EDUCATION BUILDING
1002 RANGE LINE - PHONE 314 442-8133
COLUMBIA, MISSOURI 65201
HAROLD E. STEERE, ASSISTANT SUPERINTENDENT

February 24, 1972

I would like to take this opportunity on behalf of Mr. and Mrs. William Crum, Ridgeway PTA Presidents, and Dr. O. V. Wheeler, Principal, to invite you to a dinner meeting with a representative group of Ridgeway parents on Wednesday, March 1, at 6:30 p.m. at Ridgeway School.

The Board of Education of the Columbia Public Schools has authorized the administration to develop a model educational program designed to provide a more individualized educational program for each child. The program will also be designed to develop in young people the skills needed to become more independent learners so that each year the students would be increasingly able to direct their own learning.

One school in Columbia will be selected for this new program and we would like to discuss this with you and other Ridgeway parents.

Would you please return the enclosed stamped card so that we will know who to expect at the meeting.

Sincerely,

Harold E. Steere
Assistant Superintendent

HES:lb
Enclosure

COLUMBIA PUBLIC SCHOOLS
BOARD OF EDUCATION BUILDING
1002 RANGE LINE · PHONE 314 449-3133
COLUMBIA, MISSOURI 65201

March 3, 1972

On behalf of Mrs. William Crum, Ridgeway PTA President, and Dr. O. V. Wheeler, Principal, I would like to invite you to attend a very important meeting for parents of children attending Ridgeway School.

The Board of Education of the Columbia Public Schools has recommended that we develop an educational program that is designed to provide a more individualized program for each child. One school will be selected for this model program to begin in September. We have been discussing it with a committee of parents from Ridgeway School who have asked that Ridgeway School be the one selected. Now we need to talk with all the parents in Ridgeway School to determine if they would like to see it designated as the model school. Once the school is selected, the parents of the students now attending that school will need to make application for their child to continue there. This will be necessary since we will also need to provide an opportunity for students from other schools to apply for special permission to attend this school.

It is so important that we have an opportunity to fully explain the new educational program to you that we are going to have two meetings so that all parents might have a chance to attend one or the other. They will be held at Ridgeway School Wednesday, March 8, at 7:00 p.m. and Thursday, March 9, at 7:00 p.m. Refreshments will be served. This meeting will be for adults only and the gymn will be utilized; consequently, no arrangements have been made to care for children while the meeting is in session.

Would you please mark one of the three statements below and have your child return this letter to his or her teacher on Monday, March 6.

Sincerely,

Harold E. Steere
Assistant Superintendent

HES:lb

☐ I plan to attend the meeting at Ridgeway Wednesday, March 8 at 7:00 p.m.

☐ I plan to attend the meeting at Ridgeway Thursday, March 9 at 7:00 p.m.

☐ I will be unable to attend either meeting.

Parent's Signature

COLUMBIA PUBLIC SCHOOLS
BOARD OF EDUCATION BUILDING
1002 RANGE LINE - PHONE 314 449-3133
COLUMBIA, MISSOURI 65201

March 14, 1972

Dear Ridgeway Parehts:

In the last two weeks three meetings have been held with the parents of Ridgeway School to discuss their interest in having Ridgeway become a pilot school for an individualized educational program starting next year. Since it was the unanimous request of all the Ridgeway parents present at these meetings, the Columbia Board of Education has designated Ridgeway as the school where this program will be developed. Therefore, in order to attend school at Ridgeway next year, all parents must make application requesting this for their children.

Since only one school in the system could be selected, we must open enrollment to children desiring to attend from all of the other elementary schools. However, all students now attending Ridgeway will have the first opportunity to apply. In the event all parents living in the Ridgeway district request that their children attend there next year, we will be able to assign them there.

Enclosed is an application blank for you to use. Please indicate on this application whether or not you wish your children to attend this program at Ridgeway next year. If you do, please fill it out completely. If you don't wish your children to attend, please indicate it in the appropriate box on the application at the bottom of the letter and they will be enrolled in another elementary school, adjacent to Ridgeway, for next year.

If you would have your children return this application tomorrow, it will help us to know how many openings there will be for children from other districts desiring to attend Ridgeway next year.

Also enclosed is information concerning the prospective program. If you would care to have additional information, please contact Dr. O. V. Wheeler, Principal of Ridgeway School, during the day or call or come to the Board of Education Office to talk with Mr. Lynn Marine or Mr. Harold E. Steere.

Sincerely,

Harold E. Steere
Assistant Superintendent

HES:lb
Enclosure (2)

APPLICATION FOR PILOT INDIVIDUALIZED EDUCATIONAL PROGRAM

RIDGEWAY SCHOOL

I am requesting that my child/children be assigned to the Elementary School Program to be developed at Ridgeway School starting in August, 1972. ☐

Pupil's Name	Date of Birth	Address

I do not want my child/children enrolled at Ridgeway School next year. ☐

(Parent's Signature)

PLEASE COMPLETE THIS APPLICATION FORM AND RETURN TO DR. O. V. WHEELER, PRINCIPAL OF RIDGEWAY SCHOOL, RIGHT AWAY.

/1b

A pilot school program is being planned for Ridgeway School to start in August, 1972. Assignments to this school will be by parental request only; consequently, there will be no transportation furnished to it by the Columbia Public Schools.

The school will be planned to provide a more individualized educational program, thus a considerable amount of flexibility must be built into it. Individualized here refers not just to independent work, but also to work being done in a group when that particular group is working on skills and concepts appropriate to the student's needs and interests.

It is recognized that there is no single educational program that is best for all children, rather one must plan programs which fit the common needs and interests of all students and the unique needs and interests of each individual student. This is especially true since (1) students vary so much in terms of their abilities, interests, maturation, styles of learning, materials, and activities to which they will most effectively respond, and even vary within their own growth pattern and (2) the range of human knowledge is so vast.

The program will also be designed to develop in students the skills to become more independent in their learning. Each year students should become increasingly capable of evaluating themselves, knowing how to go about structuring a problem or situation for solving, where to find appropriate materials, how to proceed, and then how to evaluate the results.

The program should result in an environment and atmosphere in which a student's self-concept is enhanced. It should contribute to the feeling that he or she is capable and worthy.

The program will consist of a combination of student-teacher developed goals, student initiated action, and teacher developed objectives. Some of the time the student will be working on activities based upon his or her needs and interests and sometimes on educational activities based simply on his or her choice. This, of course, means that the school must have available and utilize a great variety of materials rather than relying too much on a common textbook for a subject.

The school will be divided into several teams of from two to four teachers and fifty to one hundred students plus teacher aides and volunteers. Each team would plan, organize, and develop the educational program for its students. The students assigned to each team will encompass a two to three year age span. The rooms for each team will be adjacent to each other with walk-through space developed, in so far as possible, so that there can be freedom of movement between rooms as students' needs and interests dictate. The organization one would see in each area generally would be students working in small groups or individually. Students would move from group to group or to independent work as their needs and interests warranted. There would be many kinds of materials available so that the differing needs of each child could be more appropriately met.

In the sequential skill areas, such as mathematics and reading, student profiles of skills and needs would be maintained so that the student could be in an appropriate small group or be working independently on materials and activities designed to meet his or her needs. In other academic areas, differing groups would be available for the student as well as independent activities. In science, materials and a laboratory approach would be used which allows for the student to experiment and learn not only the appropriate concepts, but to learn the processes whereby one effectively structures a problem and learns how to generate his or her own knowledge.

Student assistants assigned from the University of Missouri and parent volunteers would work with each team, thus providing more time for teachers to work directly with small groups and individuals during the day.

The teaching staff will be committing itself to a three-year in-service training program through the Center for Educational Improvement in the College of Education at the University of Missouri. Thus the educational program offered at Ridgeway School will undergo a change in an evolutionary manner as year-by-year the staff gains expertise in individualizing instruction.

APPENDIX D

May 4, 1972

RIDGEWAY RAP SESSION

We the staff of Ridgeway School would like to invite all of the parents of children enrolled at Ridgeway for the 1972-73 school year, to come for coffee on Thursday evening the 11th of May at 7:30 in the Ridgeway School auditorium. The purpose is to get acquainted and visit. There will be no formal speeches but the entire staff will be available to answer any questions either general or specific that anyone might have.

Sincerely,

THE RIDGEWAY SCHOOL STAFF

RIDGEWAY NEWSLETTER

The Ridgeway Rap Session was held in the school auditorium on May 11. The coffee and cookies were good and many people had a chance to get acquainted and talk about children. It even sounded like a few car pools might have been worked out. True to the promise, no speeches were made. Maybe we can do this on a unit basis next fall.

The IGE teacher orientation workshops have been very productive. Dr. Gies and Dr. Leonard have both worked diligently to help us with our understanding of IGE. Everyone seems to feel they now know much more about the program for next year. The all day two-week workshop for teachers will begin August 8, after the remodeling and repair work has been completed. The teachers should be able to work in their respective units during this time. The time spent in the IGE schools of Columbia, South Carolina, has been a big help in our preliminary orientation. Much of the information gained from talking to the teachers and principals of actually operating IGE schools will certainly be more valuable as we get further into our operation of the IGE program. Many pitfalls have been avoided already.

Our Unit structure is now in its third revision which would tend to indicate a changing dynamic organization. The current organization calls for three units each of different size. The youngest age unit will consist of five teachers and approximately 125-130 students. The middle age unit will have three teachers and approximately 75-80 students. The older age unit will have four teachers and about 100-110 students. This organization has evolved as the teachers in the various units have worked together as our IGE program has developed.

Much of the new material and equipment has arrived and Mrs. Ader is busy checking it in and getting it organized.

In the near future we hope to get the Instructional Improvement Committee (IIC) organized and be in position to have more parent participation. We certainly hope to have a number of parent volunteers working throughout the school next fall. More newsletters will follow to keep everyone aware of what is happening at Ridgeway School.

APPENDIX E

APPENDIX F

Assumptions About Learning and Knowledge From Teachers*

		Strongly Agree	Agree	No Strong Feeling	Disagree	Strongly Disagree
Item	Statement	Response				
I.	ASSUMPTIONS ABOUT CHILDREN'S LEARNING					
Motivation						
1.	Children are innately curious and will explore their environment without adult intervention.	SA	A	NSF	D	SD
2.	Exploratory behavior is self-perpetuating.	SA	A	NSF	D	SD
Conditions for Learning						
3.	The child will display natural exploratory behavior if he is not threatened.	SA	A	NSF	D	SD
4.	Confidence in self is highly related to capacity for learning and for making important choices affecting one's learning.	SA	A	NSF	D	SD
5.	Active exploration in a rich environment, offering a wide array of manipulative materials, will facilitate children's learning.	SA	A	NSF	D	SD
6.	Play is not distinguished from work as the predominant mode of learning in early childhood.	SA	A	NSF	D	SD
7.	Children have both the competence and the right to make significant decisions concerning their own learning.	SA	A	NSF	D	SD

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* Roland S. Barth, "Open Education," unpublished doctoral dissertation, Harvard Graduate School of Education, 1970.

Center for Educational Improvement
College of Education
University of Missouri-Columbia

Item	Statement	Response
8.	Children will be likely to learn if they are given considerable choice in the selection of the materials they wish to work with and in the choice of questions they wish to pursue with respect to those materials.	SA A NSF D SD
9.	Given the opportunity, children will choose to engage in activities which will be of high interest to them.	SA A NSF D SD
10.	If a child is fully involved in and is having fun with an activity, learning is taking place.	SA A NSF D SD
Social Learning		
11.	When two or more children are interested in exploring the same problem or the same materials, they will often choose to collaborate in some way.	SA A NSF D SD
12.	When a child learns something which is important to him, he will wish to share it with others.	SA A NSF D SD
Intellectual Development		
13.	Concept formation proceeds very slowly.	SA A NSF D SD
14.	Children learn and develop intellectually not only at their own rate but in their own style.	SA A NSF D SD
15.	Children pass through similar stages of intellectual development, each in his own way and at his own rate and in his own time.	SA A NSF D SD
16.	Intellectual growth and development take place through a sequence of concrete experiences followed by abstractions.	SA A NSF D SD
17.	Verbal abstractions should follow direct experience with objects and ideas, not precede them or substitute for them.	SA A NSF D SD
Evaluation		
18.	The preferred source of verification for a child's solution to a problem comes through the materials he is working with.	SA A NSF D SD

Item	Statement	Response
19.	Errors are necessarily a part of the learning process; they are to be expected and even desired, for they contain information essential for further learning.	SA A NSF D SD
20.	Those qualities of a person's learning which can be carefully measured are not necessarily the most important.	SA A NSF D SD
21.	Objective measures of performance may have a negative effect upon learning.	SA A NSF D SD
22.	Learning is best assessed intuitively, by direct observation.	SA A NSF D SD
23.	The best way of evaluating the effect of the school experience on the child is to observe him over a long period of time.	SA A NSF D SD
24.	The best measure of a child's work is his work.	SA A NSF D SD
II.	ASSUMPTIONS ABOUT KNOWLEDGE	
25.	The quality of being is more important than the quality of knowing; knowledge is a means of education, not its end. The final test of an education is what a man *is*, not what he *knows*.	SA A NSF D SD
26.	Knowledge is a function of one's personal integration of experience and therefore does not fall into neatly separate categories or "disciplines."	SA A NSF D SD
27.	The structure of knowledge is personal and idiosyncratic; it is a funtion of the synthesis of each individual's experience with the world.	SA A NSF D SD
28.	Little or no knowledge exists which is essential for everyone to acquire.	SA A NSF D SD
29.	It is possible, even likely that an individual may learn and possess knowledge of a phenomenon and yet be able to display it publicly. Knowledge resides with the knower, not in its public expression.	SA A NSF D SD

APPENDIX G

Teacher Perception to Change Questionnaire

Center for Educational Improvement
University of Missouri-Columbia

This instrument is designed to assess teacher change in the IGE program. It cannot determine "good" or "bad" changes. We are interested in knowing if changes are taking place and in what direction. All of the statements or questions call for you to circle the response you deem appropriate. Please respond to each item.

Your assistance is greatly appreciated.

	Very Much or High				Very Little or Low
1. Have you had an increased opportunity to exchange ideas with other teachers in your unit or other units since IGE began?	5	4	3	2	1
2. Have you participated more in the decisions about learning activities for children?	5	4	3	2	1
3. Have you had the opportunity to match pupils to learning activities?	5	4	3	2	1
4. Have you gotten to know "some" pupils better since teaching in the IGE program?	5	4	3	2	1
5. Do you thing the pupils are encouraged by their participation in personal record keeping?	5	4	3	2	1
6. Do you believe the pupils understand better why they are doing a particular learning activity?	5	4	3	2	1
7. Do you thing teaching is more personally rewarding in an IGE school?	5	4	3	2	1
8. Do you feel you have a better over-all view of the elementary education program?	5	4	3	2	1
9. Do you feel that fellow co-workers understand your instructional efforts better?	5	4	3	2	1

10. Do you feel that as a teacher you have a better understanding of why students are engaged in particular learning activities? 5 4 3 2 1

11. Do you feel students are becoming more self-directed in selecting objectives and performing the follow-up activities? 5 4 3 2 1

12. Do you feel you can become more creative in teaching? 5 4 3 2 1

13. Do you feel you are more of a participant in making decisions that affect your teaching? 5 4 3 2 1

14. Do you feel students communicate with you more about their interests? 5 4 3 2 1

15. Are you satisfied with the IGE Program at this point in time? 5 4 3 2 1

16. When it is fully implemented, do you think IGE outcomes can be achieved satisfactorily? 5 4 3 2 1

17. Do you view the principal more as an "instructional leader" than "administrator? 5 4 3 2 1

18. Do you think pupils are more interested in school this year? 5 4 3 2 1

19. Have you had an increased opportunity to discuss with parents the progress of their children? 5 4 3 2 1

20. Do you feel the student teachers are more "self-directed" in an IGE Program? 5 4 3 2 1

21. Have parents indicated an interest in the IGE Program by contacting teachers more frequently? 5 4 3 2 1

22. Do you think the IGE Program encourages initiative on the part of student teachers? 5 4 3 2 1

23. Do you think students in the IGE Program will increase and improve their learning? 5 4 3 2 1

24. Do you feel IGE offers more opportunity to involve parents in school activities? 5 4 3 2 1

25. Are parents more involved in decisions concerning their children's welfare? 5 4 3 2 1

26. Do you meet regularly with parent groups, study groups, task groups, etc.? 5 4 3 2 1

27. Are teacher aids used in such a way as to take advantage of their special talents? 5 4 3 2 1

APPENDIX H

University of Missouri - Columbia

203 Hill Hall

COLLEGE OF EDUCATION

882-3894

February, 1973

The Center for Educational Improvement of the College of Education, University of Missouri-Columbia is presently conducting a survey to find out what you think of the Individually Guided Education (IGE) program initiated at Ridgeway school this past year. Since this is an experimental program they need to have some idea of your feelings regarding its advantages and disadvantages. Please check the appropriate answer to each question and then return the survey in the enclosed stamped envelope to the university. In fact, no teacher or administrator on the Ridgeway staff will see your individual answers.

Thank you very much for helping us in this endeavor.

Sincerely,

B. Charles Leonard

B. Charles Leonard, Ed. D.
Director
Center for Educational Improvement

O. V. Wheeler

O. V. Wheeler, Ed. D.
Principal
Ridgeway School

EC:mn

enclosures

Ridgeway IGE Program

Parent Questionnaire

1. Person completing the questionnaire: Father_____ Mother_____ Both_____ Guardian_____
2. Do you live in the Ridgeway school attendance area? Yes_____ No_____
3. If the answer to number 2 is "No," which school attendance area do you live in?_______________
4. How many children are in your family?__________

Please respond to the following items by circling the response you think most suitable.

If you strongly agree with the statement, circle SA.
If you tend to agree with the statement but with reservations, circle A.
If you are undecided, circle U.
If you tend to disagree with the statement, circle D.
If you strongly disagree with the statement, circle SD.

	Response Categories				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5. Up to this point, I have been given enough information about the new Individually Guided Education (IGE) program at the Ridgeway School.	SA	A	U	D	SD
6. I would like to learn more about Individually Guided Education (IGE).	SA	A	U	D	SD
7. My child appears to be showing more interest in school this year since IGE began.	SA	A	U	D	SD
8. My child seems to learn better when he can work at his own rate.	SA	A	U	D	SD

9. Teacher aides are helping to make school better for my child. SA A U D SD

10. Boys and girls should be taught in different sized groups (large groups, small groups, and one-one), depending on their needs and interests. SA A U D SD

11. Time should be available during the school day for students to study things which are of particular interest to them and not required of all boys and girls. SA A U D SD

12. My child seems to be happier with school since Individually Guided Education (IGE) began this year at Ridgeway. SA A U D SD

13. Boys and girls learn in different ways and at different speeds and the school should take care of these differences. SA A U D SD

14. School work for boys and girls can be planned better by a team of teachers working together rather than one teacher working alone. SA A U D SD

15. During the school day, boys and girls should be permitted to study under more than one teacher. SA A U D SD

16. Teachers should be provided with continuous on-the-job training in order to keep up to date as a part of their regular work. SA A U D SD

17. Individually Guided Education (IGE) seems to have helped Ridgeway teachers show more concern for my child. SA A U D SD

18. Individually Guided Education (IGE) at Ridgeway has encouraged me to become more interested in what is happening in school. SA A U D SD

19. Students are frequently able to help teachers decide what to study. SA A U D SD

20. Grouping of different ages, such as 5, 6, and 7 year olds, can let children learn better from each other. SA A U D SD

APPENDIX I

University of Missouri - Columbia

203 Hill Hall
February, 1973

COLLEGE OF EDUCATION

882-3894

The Center for Educational Improvement of the College of Education, University of Missouri-Columbia is presently conducting a survey regarding community opinions of the Individually Guided Education (IGE) program. The IGE program was initiated at the Ridgeway school this past year. You will recall our office called and asked if you would participate in this project. Please check the appropriate answer to each question and then return the survey in the enclosed stamped envelope. Your questionnaire has been numbered to facilitate our checking returns, but your individual responses will remain anonymous.

Thank you very much for agreeing to help us in this endeavor.

Sincerely,

B. Charles Leonard

B. Charles Leonard, Ed. D.
Director
Center for Educational Improvement
College of Education

BCL:mn

enclosures

COMMUNITY OPINION QUESTIONNAIRE

1. SEX: Male____

Female____

2. AGE: 0-19____

20-29____

30-39____

40-49____

50- ____

3. Check the school attendance area in which you live:

____ Thomas M. Benton Elementary

____ Blue Ridge Elementary

____ Fairview Elementary

____ Eugene Field Elementary

____ Ulysses S. Grant Elementary

____ Parkade Elementary

____ John Ridgeway Elementary

____ Rock Bridge Elementary

____ Russell Boulevard Elementary

____ Shepard Boulevard Elementary

____ West Boulevard Elementary

____ Two Mile Prairie

____ Robert E. Lee Elementary

4. Check the number of school age children you have:

____ 0

____ 1

____ 2

____ 3

____ 4

____ 5

____ more than 5

5. Do you know children attending Ridgeway School? ____ YES ____ NO

DIRECTIONS: Give your opinion about items numbered 6 through 15 by checking one of the listed choices.

IF you strongly agree with the statement, checking strongly agree.
IF you tend to agree with the statement but with reservations, check agree.
IF you are undecided, check undecided.
IF you tend to disagree with the statement but with reservations, check disagree.
IF you strongly disagree with the statement, check strongly disagree.

EXAMPLE:

Every boy and girl has the right to a good educational program.

______________/________/___________/__________/________________
strongly agree agree undecided disagree strongly disagree

---

6. I would like to learn more about Individually Guided Education, the new program at Ridgeway School.

______________/________/___________/__________/________________
strongly agree agree undecided disagree strongly disagree

7. Boys and girls learn at different rates and different speeds. The school program should provide each child the opportunity to learn at his own rate and speed.

______________/________/___________/__________/________________
strongly agree agree undecided disagree strongly disagree

8. Since boys and girls learn in different ways, the school program should provide each child the opportunity to learn in a way that fits them best.

______________/________/___________/__________/________________
strongly agree agree undecided disagree strongly disagree

9. Teachers should be provided with continuous on-the-job training as a part of their regular school work.

______________/________/___________/__________/________________
strongly agree agree undecided disagree strongly disagree

10. Community members should be encouraged to become involved in school activities, such as advisory committees, teacher aides, etc.

______________/________/___________/__________/________________
strongly agree agree undecided disagree strongly disagree

11. Some schools provide teachers with aides to assist in clerical and non-professional tasks. The use of teacher aides help make school a better place for children.

______________/__________/______________/_____________/____________________
strongly agree   agree   undecided   disagree   strongly disagree

12. Boys and girls should be taught in different sized groups (large groups, small groups, one-to-one, committees, etc.) depending on their individual needs.

______________/__________/______________/_____________/____________________
strongly agree   agree   undecided   disagree   strongly disagree

13. During school, time should be available for boys and girls to study things which are of particular interest to them which are not required of all boys and girls.

______________/__________/______________/_____________/____________________
strongly agree   agree   undecided   disagree   strongly disagree

14. School work for boys and girls can be improved by having a team of teachers plan the work rather than one teacher working alone.

______________/__________/______________/_____________/____________________
strongly agree   agree   undecided   disagree   strongly disagree

15. The new program at Ridgeway School (Individually Guided Education) should be started in other elementary schools within Columbia.

______________/__________/______________/_____________/____________________
strongly agree   agree   undecided   disagree   strongly disagree

APPENDIX J

1. "IGE Comes to Missouri: CEI and /I/D/E/A/ Cooperate in Implementing Individually Guided Education," Missouri School Board, Vol. XVIII, Number 7, September 1971.

2. "Questions Temper Support for Open Classrooms," _The Columbia Missourian_, Thursday, May 18, 1972.

3. "IGE Given Approval by Board," _The Columbia Daily Tribune_, Tuesday, May 23, 1972.

4. "Ridgeway IGE: Getting It Together," _Campus Columns_, Friday, June 30, 1972.

5. "Informal Education," _The Columbia Missourian_, November 19, 1972.

6. "Columbia Tries Open Classrooms: Ridgeway Students Having Fun," _The Columbia Missourian_, Wednesday, December 6, 1972.

7. "School Board Ponders Change in Busing Policy," _The Columbia Daily Tribune_, Thursday, April 5, 1973.

. "Ridgeway Presents Its Program," _The Columbia Missourian_, May 10, 1973.

9. "Ridgeway to Display Innovative Programs," _The Columbia Missourian_, May 20, 1973.

10. "Public Will Have Chance to Learn About Special Program At Ridgeway," _The Columbia Daily Tribune_, May 21, 1973.

IGE COMES TO MISSOURI

CEI and I/D/E/A Cooperate in Implementing Individually Guided Education

Dr. Frederick John Gies,
Associate Director
Center for Educational Improvement
College of Education
University of Missouri-Columbia

For several years Missouri educators have been waiting for I/D/E/A'/s Individually Guided Education (IGE) approach to schooling—which provides a systematic framework for individualizing instruction—to become available for implementation in the elementary schools of the state. As of August, 1971, the Center for Educational Improvement (CEI) within the College of Education at the University of Missouri-Columbia has entered into an agreement with I/D/E/A/ of the Kettering Foundation to serve as statewide intermediate agency and facilitator in disseminating information to and implementing IGE into selected elementary schools in Missouri.

INTERMEDIATE AGENCIES

At the close of the 1970-71 school year, 14 intermediate agencies were assisting 357 elementary schools from coast to coast, having 8,000 professionals and serving 160,000 pupils, to implement IGE in their schools. With the addition of 20 trained intermediate agencies, the number of IGE schools projected for 1971-72 exceeds six hundred. Additional intermediate agencies in other states will be trained as the number of schools interested in implementing IGE increases.

I/D/E/A/'s PHILOSOPHY

I/D/E/A/ (Institute for the Development of Educational Activities), a nonprofit organization and a part of the Charles F. Kettering Foundation, was established in 1965 "to accelerate the pace of change in education." The thrust of I/D/E/A/ has been to integrate concepts and technologies proven effective in improving instruction into a comprehensive system which enables the individualization of pupil learning.

While the last decade has provided much talk about innovation, the positive changes in education have remained isolated, piece-meal, limited in scope, and frequently short-lived. Unfortunately the application of sound ideas and research findings have been slow in influencing classroom practices and pupil learning. A variety of reasons can be identified which help explain this problem, but two appear to be highly explanatory. Teachers frequently lack the training necessary to integrate newly-formed worthwhile ideas and practices into their daily classroom operations. And excellent teachers have been and are impeded by innovations which influence a small segment of the total school program rather than constituting a part of a comprehensive and integrated system.

Dr. B. Charles Leonard, Director
Center for Educational Improvement
College of Education
University of Missouri-Columbia

IGE SYSTEM COMPONENTS

IGE represents an approach to elementary education which provides the system for individualizing instruction and is achieved through a continuous, essentially self-sustaining inservice program. Through the system with its accompanying inservice program, it becomes possible to reorganize and redirect the time, talents, and energy of all—teachers and pupils—involved in the educational program. IGE provides the framework within which promising ideas and specific innovations can be tried and tested without causing disruption to the entire school program.

The IGE system has four basic components: (1) Learning Programs, (2) Decision Making Structure, (3) Home-School Communications, and (4) League Linkages.

LEARNING PROGRAMS

Instructional processes constitute the nucleus of the IGE system. Appropriate learning programs for each pupil are provided through these processes. They are effected through a continuous cycle of determining where each pupil is and how he made it to that point (preassessment), identifying what his next learning needs are (stating objectives), selecting the most appropriate means to achieve the objectives (diversified learning strategies and activities), and ensuring that the pupil has in fact accomplished the objective (postassessment).

DECISION MAKING STRUCTURE

Administrators and boards of education have long been searching for a functional means by which teachers could actively participate in decision making as it relates to instruction. The school organizational structure which girds IGE is labeled the "Multi-Unit Organization" and facilitates shared decision making among the professional staff. Pupils, teachers, aides, (interns and student teachers if available), are organized into "Units" which include overlapping age ranges among the pupils, i.e. 5-7, 7-9, 9-11, 10-12. Pupils are able to be grouped and regrouped within each "Unit" on the basis of the objectives stated, and teachers are able to select the learning mode most appropriate to the individual and the situation, i.e. large group, small group, independent study, and one-to-one. Teachers within each "Unit" operate as a team with one teacher who possesses strong leadership qualities serving as the "Unit" leader. Collectively the members of the "Unit" plan, organize, discuss, critique, and make instructional decisions at regularly scheduled meetings regarding the learnings of the youngsters entrusted to them.

The principal in the IGE school serves the role of instructional leader—a role long advocated but too infrequently effected because of organizational hindrances. The role of instructional leader is facilitated through the establishment of the "Instructional Improvement Committee" (IIC) which is made up of the Unit Leader from each Unit and the principal as chairman. The IIC discusses and resolves the problems confronting the Units at regularily scheduled meetings. The Unit and IIC organization represent the primary means by which the school is enabled to pursue a continuous course of self-improvement through an essentially self-sustaining system in inservice experiences. The Multi-Unit approach is applicable to the small elementary school which employs only one teacher per grade as well as the large elementary school having several teachers at each grade level. The Multi-Unit is also flexible in that it does not require the same number of teachers or pupils in each Unit within a school.

HOME-SCHOOL COMMUNICATION

Community approval, assistance, and cooperation are crucial to the successful implementation of an innovative program such as IGE. IGE has as its primary interest children and the type and quality of the schooling they receive. Parents have a vested interest and share this concern. IGE encourages parent involvement and advisory participation in matters relating to the education of their children. Both materials (films, filmstrips, and print documents) and specific procedural sequences have been developed and are available to cooperating schools to assist them in improving and sustaining positive home-school communications.

LEAGUE LINKAGES

Elementary schools cooperating with CEI in implementing I/D/E/A/'s IGE program will be linked with two to fifteen other schools into a confederation called the "League of Cooperating Schools." The "League" approach facilitates the sharing of ideas, experiences, problems, and successes among cooperating schools. The "League" actualizes self-improvement on a personal basis—principal to principal, Unit leader to Unit leader, and teacher to teacher.

CHARACTERISTICS OF AN IGE SCHOOL

In depicting the unique characteristics of an IGE elementary school, the following can be readily identified:

1. A Multi-Unit teacher-pupil instructional organization for individualizing instruction.
2. Grouping pupils by age (i.e. 5-6-7) rather than by grade levels.
3. Learning programs based on the cycle — preassessment, behavioral objectives, differentiated learning activities, and postassessment.
4. Utilization of differing learning modes—large group, small group, independent study, and one-to-one.
5. An essentially self-sustaining inservice program for professional self-improvement.
6. A planned home-school communications system.
7. Linked with other cooperating schools into a "League."
8. An Instructional Improvement Committee (IIC) which facilitates the principal serving as the instructional leader and fosters leadership among teachers.

SCHOOL DISTRICT CONSIDERATIONS

Neither CEI nor I/D/E/A/ intrudes into what is generally described as local autonomy. Once a school has been selected to participate in implementing IGE and the basic framework is established, the local school makes all the decisions concerning staff selection and assignment, curricular programs, instructional materials, and course content. However, advisory services relating to these matters and others can be provided upon request by the school.

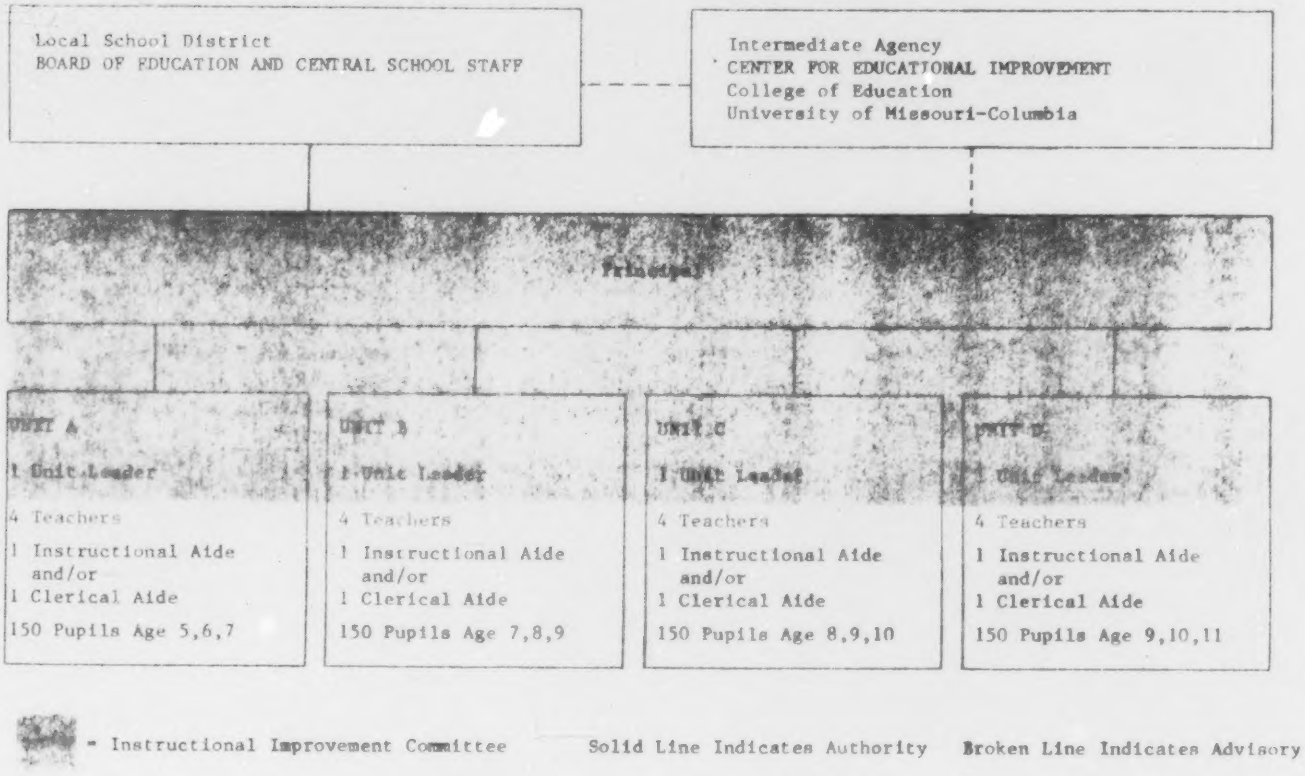
A strong board-administrator-teacher commitment to individualizing instruction is a prerequisite to being considered by CEI as a potential IGE school. Also, the school district must be willing to make a modest financial commitment in order to defray the costs of materials and services required for implementation.

CEI CONSIDERATIONS

CEI *does not* regard IGE as the educational panacea for educating Missouri's elementary age youth. However, CEI does believe that IGE provides a school organization and instructional processes within which every pupil can learn in a manner more appropriate to his age, ability, and unique personality.

CEI recommends that school districts in Missouri through their administrators, boards of education, and teachers explore the possibility of implementing IGE into one or more of their elementary schools. During the early part of the 1971-72 school year, CEI personnel will be discussing with school people across the state the possibility of IGE implementation and the formation of "Leagues" within the various parts of Missouri. A goal of CEI for the next several years will be to provide support and assistance to school districts which are "ready, willing, and able" to implement Individually Guided Education into their elementary schools.

AN EXAMPLE OF THE ORGANIZATION OF A MULTIUNIT SCHOOL WITH 600 PUPILS


Local School District
BOARD OF EDUCATION AND CENTRAL SCHOOL STAFF
Intermediate Agency
CENTER FOR EDUCATIONAL IMPROVEMENT
College of Education
University of Missouri-Columbia
Principal
UNIT A
1 Unit Leader
4 Teachers
1 Instructional Aide and/or
1 Clerical Aide
150 Pupils Age 5,6,7
UNIT B
1 Unit Leader
4 Teachers
1 Instructional Aide and/or
1 Clerical Aide
150 Pupils Age 7,8,9
UNIT C
1 Unit Leader
4 Teachers
1 Instructional Aide and/or
1 Clerical Aide
150 Pupils Age 8,9,10
UNIT D
1 Unit Leader
4 Teachers
1 Instructional Aide and/or
1 Clerical Aide
150 Pupils Age 9,10,11
▨ - Instructional Improvement Committee
Solid Line Indicates Authority
Broken Line Indicates Advisory

FOR FURTHER INFORMATION CONTACT:

DR. F. J. GIES, ASSOCIATE DIRECTOR
CENTER FOR EDUCATIONAL IMPROVEMENT
213 HILL HALL
UNIVERSITY OF MISSOURI-COLUMBIA
COLUMBIA, MISSOURI 65201

314-882-3894 314-88-8266

IGE Given Approval By Board

To Be Used At Ridgeway

The Columbia School Board Monday night unanimously approved a three-year pilot program of the Individually Guided Education system (IGE) for Ridgeway Elementary School. Ridgeway will use the individualized learning program next fall.

Students in the program are grouped according to ability and rate of learning rather than age and grade.

The cost of materials and in-service training for teachers will amount to $14,000 for the three-year period, Dr. Harold Steere, assistant superintendent for instruction, said.

In other late action Monday, the board okayed a recommendation by School Superintendent Robert Shaw to increase the base pay rate for district employes from $6,800 to $6,900 and to provide a medical insurance plan for non-instructional staff members. The insurance plan, an application of new salary increases voted by the state Legislature, was proposed by the Columbia Community Teachers' Assn.

The board also approved increases of 4 to 5 per cent for secretarial staff salaries, and the following bids:

—Oakland Junior High School site work— $5,840.

—Grant School roof— $3,500.

—Grant School aluminum doors— $6,400.

—Jefferson Junior High School attic fire walls— $4,380.

—Janitorial supplies and light bulbs— $4,223.

—The printing of the Hickman High School yearbook, the Cresset— $6,254.

Article 3

Questions Temper Support for Open Classrooms

Page 8—COLUMBIA (Mo.) MISSOURIAN, Thur., May 18, 1972

By Rosalind Silver
Missourian Staff Writer

Support with reservations is the attitude of some Columbia parents toward an open-classroom version of instruction which will start at Ridgeway School in the fall.

Many of the reservations concern the amount of responsibility for their own education the children will be given.

Members of Columbia Parents for an Optional School hope the program will be a step in this direction. But many wonder if children will be freed from restrictions which have made school uninteresting to them in the past.

Certainly the classes in the program will look different. For one thing, children won't have just one teacher. Several teachers, probably three, will work with a large group of children. There will be about 25 children for each teacher in the teacher team.

Individual classrooms will be joined by removing parts of partitions. Rows of desks will be replaced by children working in small groups under a teacher's direction. Teachers will be assisted by aides—parents and education students at the University.

The whole class will no longer turn to arithmetic books at the same hour. Instead, small groups of children will gather with a teacher to work on a particular skill.

Groups will be composed of children of different ages. Five-, 6- and 7-year-olds may be in a large group in one of the larger classrooms. Another unit might consist of 7-, 8- and 9-year-olds, or 9-, 10- and 11-year-olds. Although children of different ages may work together on a particular skill, their level of achievement in the skill will usually be about the same.

As skills are mastered, children will be evaluated and groups will be reformed. Children will not use the same book or tool at the same time. A variety of materials for various subjects will be available. Thus, instead of having 50 readers for 50 children, there might be 10 copies of five different books.

This step-by-step mastery of skills does not please some parents. They feel the procedure is too much like traditional schools where the child has little choice. They ask whether the child will have a chance to set his own pace if someone else decides what he is ready for.

Administrators say that keeping track of where the children are is necessary. Lynn Marine, elementary education director, says written skill tests are often more specific than teacher evaluation alone. He adds that children with a particular interest will have an opportunity to pursue it.

Changes being made require certain adjustments. Teachers will undergo a training program guided by the Center for Educational Improvement at the University. Personnel from the center will act as advisers in setting up the program, called Individually Guided Education.

Learning to keep track of how well children are doing in the various groups is one program objective. The center will also help in planning the switch.

Teams of teachers will each have a leader. Team leaders and the principal, Dr. O. V. Wheeler, will join in an instructional planning body.

The training program will help teachers learn to work together. Administrators say the team approach gives teachers an opportunity to help each other in areas some might be better in than others.

Identifying learning needs is a skill the program is supposed to foster. Testing before and after a child works on a skill is considered useful in doing this.

> Many Ridgeway parents wonder if "open classroom" teaching will free their children from restrictions that have made school uninteresting in the past.

Marine says the necessity for step-by-step work would be partly dependent on the teacher and child. He believes, however, that mastering one skill before another works best, especially in the lower grades.

Some parents, on the other hand, say that children often learn by switching their attention from one area to another. If they miss something, they go back to it later.

"If you're setting up step-by-step objectives, you haven't changed things very much," says David Gill, one of the members of the parent group.

Teacher domination is the main concern of Dr. James Hennes, a leader of the parent group. "The point is not to label the child by putting him in a group. The teacher does have to give assistance."

A program adviser says the child's ability to make his own decisions will be developed.

Dr. Frederick Gies, associate director of the Center for Educational Improvement and a program adviser, says directing teaching to the child's present level is a strength.

"It's not the youngster's responsibility to make all decisions at the outset of the program."

In some schools in other parts of the country and in Britain, children choose most of their own activities. Teachers may suggest something. They may even insist a child work in an area he has not covered lately. But how he does it is often up to him.

How much choice children will have will vary, Marine says. But a child will have less freedom if he is working with a group on a particular skill than if he is doing something on his own.

"Basic skills children must have to learn on their own should be presented until the child has become successful at them."

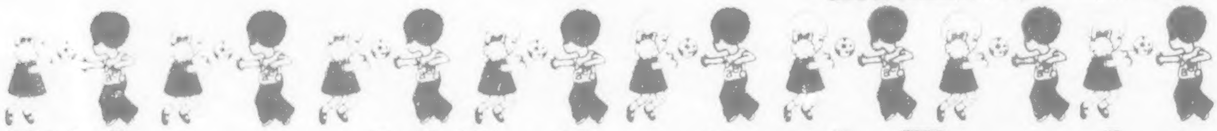
Mrs. William O'Connor is a Columbia resident who has taught beginning grades in British Infant Schools. Some British schools have used open techniques very successfully. She says she is disappointed with the Columbia program.

She says records in some British schools may consist of jottings made by the teacher, like "Mary has understood the concept of addition." A teacher might suggest the forming of a group of children who all asked her about one thing. "But, usually, if you saw five children working or playing together, it's because they decided to do so."

"To me, it's more important that a child is interested in reading by the time he learns to read than whether he knows about his consonants. I was hoping there would be more faith put in the children."

Dr. Hennes, however, feels it is more sensible to wait and see what happens in the fall and later. "What they do next fall probably won't be exactly like what they do next spring."

Article 2



Ridgeway IGE: Getting It Together

An entirely reorganized world of education will greet the young students of Columbia's Ridgeway Elementary School when the doors of that school open for the fall term.

Ridgeway's teachers, administrator and parents have chosen to adopt the system of Individually Guided Education (IGE) for their children. Ridgeway is the first such school to do so in Missouri.

What's behind the fancy phrase "Individually Guided Education"? In simplest terms, the child and his learning differences become the basis for instructing him. And so that individualized instruction can be carried out for all Ridgeway children on a day-by-day basis, a systematic framework exists to include the efforts of all teachers and administrators in the school.

A complete education program which provides for children's individual differences has much to recommend it. Children can proceed at their own pace, using learning approaches most suited to them. School hours need not be filled with frustration for either student or teacher, since the latter need not hold up readier [illegible] while working with others who [illegible] different instruction.

The IGE system is one of the programs developed by I/D/E/A of the Charles F. Kettering Foundation, a philanthropic organization concerned with quickening the pace of constructive educational change in American society. UMC, through the College of Education's Center for Educational Improvement (CEI), under the direction of Dr. B. Charles Leonard, has entered into a contract with [illegible] to train public [illegible] in IGE. Eventually, UMC [illegible] with elementary [illegible] willing and able to [illegible] IGE.

Not [illegible] untried educational [illegible] already being used in [illegible] U.S. elementary schools [illegible] several hundred thousand [illegible]. A multiunit program is also being developed for use in secondary schools in the nation.

Dr. Frederick John Gies, assistant professor of education and associate CEI director, says that there were two forces at work in Columbia which make it the logical place to initiate IGE in Missouri. Aside from UMC's availability to introduce pilot educational programs into Columbia public schools, Gies notes the strong local interest in alternatives to traditional educational systems. He also cites the explorations of the Columbia elementary curriculum council, a group of elementary and secondary school professionals who set down a system of beliefs and goals for which they felt the city elementary schools should strive. They then tried to locate workable existing programs to fit the written philosophy.

The curriculum council, under the leadership of Hank Steere, assistant superintendent for instruction, contacted CEI and learned of the Individually Guided Education program. "After extensive investigation and study," says Steere, "the Columbia Board of Education decided to get IGE going in one city school."

How does IGE work? Instead of traditional grouping of pupils by grade levels, youngsters are grouped in a multiunit frame as the chart on this page indicates. Unit A is comprised of five-to seven-year-olds and taught not by just one teacher but by a team of five teachers.

The team teaching concept, while not all that new in education, has not been used as widely as its merits might suggest because [illegible] systematic framework before that was built to make it work smoothly on a daily basis.

At the heart of the age-grouped, team-taught unit are the diversified teaching methods this organizational structure permits. The teaching team cooperates in providing each student with the type of instruction from which he learns best.

Generally, this means instructing pupils in large groups or small groups, one teacher working with a single student, one pupil tutoring another, or the student working independently with teacher help available should he require it. These varying instructional methods can occur at the same time because of the higher number of instructional personnel—including teachers and instructional and clerical aides—present to assist teachers and to relieve them of non-teaching duties.

Careful record-keeping is required with IGE, as teachers meet regularly and note the methods that work best with their students. Teachers regularly evaluate to see where pupils are, what the next goals might or should be and then later, whether students have arrived at these goals. Teaching methods and procedures are limited only by the creativity and imagination of the teachers involved.

Built into IGE is close cooperation between teachers and administrators. Leaders of units, with the school principal as chairman, meet regularly to discuss and resolve problems facing units, all part of the total school effort to make IGE work for the students' benefit.

IGE students perform as well or better than students taught within more traditional systems, according to national elementary test norms. But Gies, along with the developers of IGE, cautions that the program is not meant to solve all learning problems. Advocates believe it may forestall the early sense of frustration and eventual apathy many students feel at spending many non-productive and unrewarding years in the public school system.

Because the IGE system is a total school-wide effort, it requires the active cooperation of everyone involved in it. In fact, that's part of the story of how Ridgeway was chosen to be the pilot school for IGE in Columbia.

"Elementary principals were informed about IGE and polled for the strength of their schools' interest in being first as experimenter for IGE," says Gies. Dr. O. V. Wheeler, Ridgeway's principal, has been totally interested and committed from the first. He believed that Ridgeway's faculty would be eager to adopt the new system.

"Ridgeway also has a more traditional style building which is undergoing some structural modification—making some rooms suitable for large group instruction, special areas for individual study, and so forth—in order to suit IGE instructional methods," Gies notes. "We felt that if IGE could be shown to be effective in the more traditionally styled school facilities, it could work even more readily in newer, contemporary structures."

But the most decisive factor was the depth of commitment among the faculty and administration of Ridgeway. The faculty was carefully briefed on IGE, including the extensive, on-going training for teachers which is an important aspect of IGE. Participation in IGE must be voluntary and enthusiastic, says Gies, if it is to succeed. For this reason, all Ridgeway teachers were given the option of transferring to one of the other elementary schools in town. Significantly, all chose to stay and are now deep in training and preparation for the opening of school.

The next step was eliciting the interest and cooperation of Ridgeway's parents, says Gies. After a briefing on IGE by Wheeler and the faculty, parents had the opportunity to ask questions about the program. They, too, were given the option of transferring their children to other city schools if they felt they preferred the more traditional educational system. Only three or four students trasferred out while some 75 others opted in from other city schools to bring Ridgeway to full IGE operating capacity.

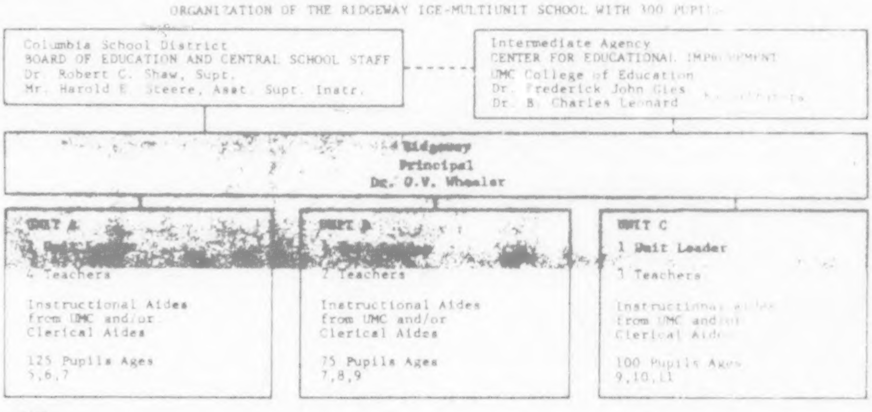
Things are "go" for Ridgeway students for the fall semester. During the spring semester a series of six workshops were held for Ridgeway teachers. An intensive two-week training program is planned for teachers before school starts. Parents will continue to be kept informed on the progress of IGE and their children.

Gies emphasizes that it will take a full three years to implement IGE in Ridgeway. "Teachers will focus on reading and math at the outset. As teachers and students begin to feel comfortable with IGE and are ready, outreach to other subjects will take place gradually. You can't make changes faster than the people involved are ready to make them," he cautions. "And the teachers are the key to change. That's the reason for the wealth of materials to train the teachers all along the line."

Over the next year, questionnaire-monitoring of students and teachers will take place at regular intervals to gauge the progress of IGE at Ridgeway. Thus, problems may be quickly remedied.

Educators who have worked together in implementing IGE in Ridgeway School, from left, are: Donn Gresso, research associate, CEI; Dr. Frederick John Gies, associate director, CEI; Hank Streere, assistant superintendent for instruction; Dr. B. Charles Leonard, director, CEI; Dr. Robert Shaw, superintendant of Columbia Public Schools, and Dr. O. V. Wheeler, principal of Ridgeway School.

ORGANIZATION OF THE RIDGEWAY IGE-MULTIUNIT SCHOOL WITH 300 PUPILS


Columbia School District
BOARD OF EDUCATION AND CENTRAL SCHOOL STAFF
Dr. Robert C. Shaw, Supt.
Mr. Harold E. Steere, Asst. Supt. Instr.
Intermediate Agency
CENTER FOR EDUCATIONAL IMPROVEMENT
UMC College of Education
Dr. Frederick John Gies
Dr. B. Charles Leonard
Ridgeway
Principal
Dr. O.V. Wheeler
UNIT A
4 Teachers
Instructional Aides from UMC and/or Clerical Aides
125 Pupils Ages 5,6,7
UNIT B
7 Teachers
Instructional Aides from UMC and/or Clerical Aides
75 Pupils Ages 7,8,9
UNIT C
1 Unit Leader
3 Teachers
Instructional Aides from UMC and/or Clerical Aides
100 Pupils Ages 9,10,11
=Instructional Improvement Committee
Solid Line Indicates Authority
Broken Line Indicates Advisory

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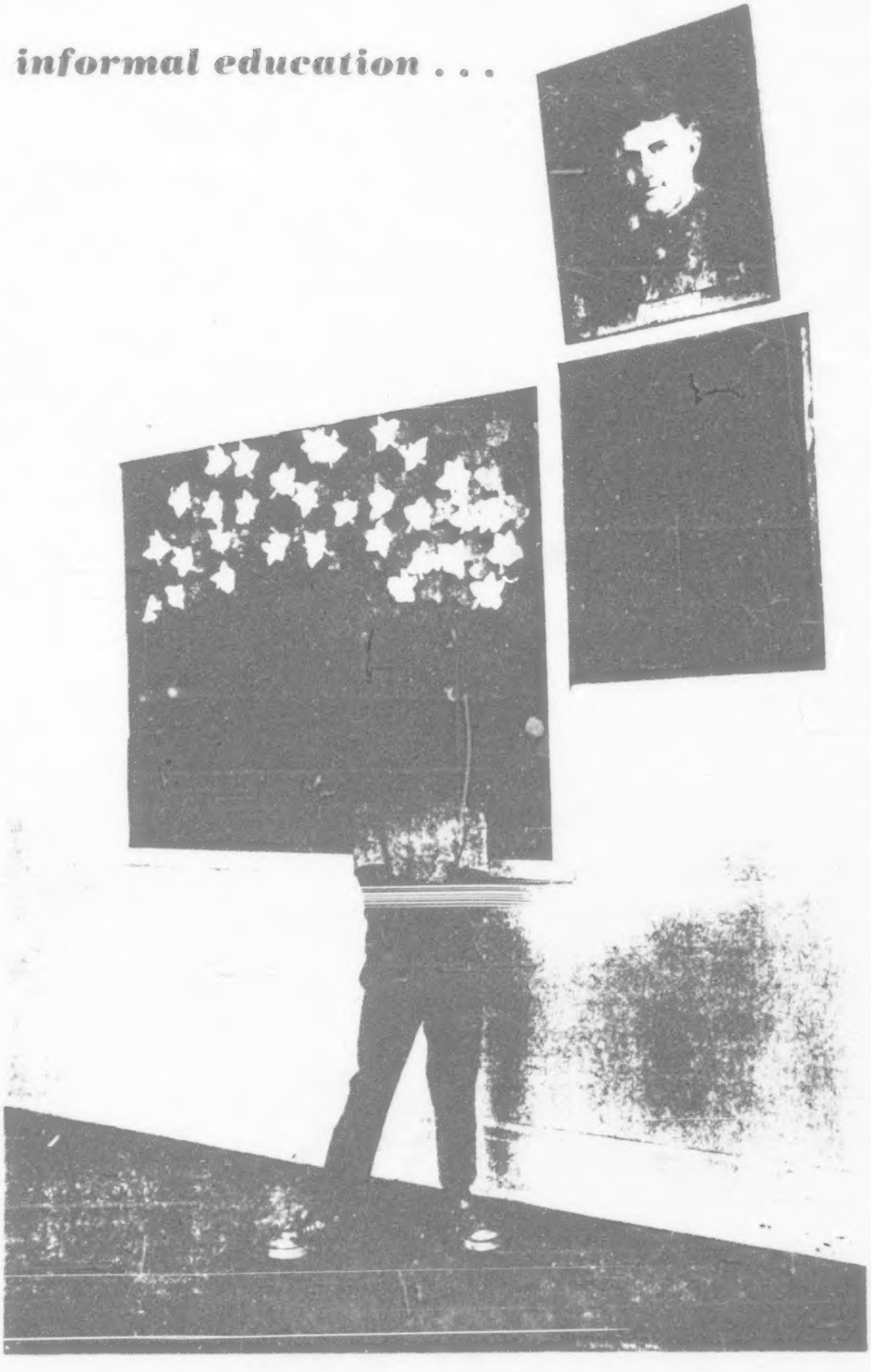
informal education . . .



by wayne e. reilly
dave holman photos

John Cleveland Ridgeway might be startled at what's going on these days at the school that bears his name.

From his perch on the wall over a scarred piano in the main hall, the WW I soldier who died in 1918 in the St Mihiel Drive is witnessing what is possibly a permanent fixture in recent attempts in America to pay more than lip service to a timeworn concept—individualized learning.

Whether the IGE (Individually Guided Education) program that's responsible for the change will spread to other elementary schools in Columbia will be decided in part by how it fares at the Ridgeway School on East Sexton Road.

What is the IGE program and how is it being implemented at Ridgeway, one of 350 elementary schools across the country that have been following its guidelines since they opened their doors this fall?

"IGE is not for faddists, nor is it a magic formula. It requires hard work on the part of school personnel who adopt it," warns some promotional literature from IDEA (Institute for the Development of Education Activities), the organization that developed the program under the auspices of the Charles F Kettering Foundation.

Dr. O. V. Wheeler, Ridgeway's principal, describes the program from a different viewpoint. "We're trying to develop self-directed, self-motivated learners. We're trying to teach the children how to learn while giving them as much freedom of choice as we can."

He compares students in a school to participants in a 100-yard-dash. "If all the runners crossed the finish line at the same time you'd know something was wrong," he says.

"It's the same with each subject in education. Some students are good at one subject but need extra attention with another. Each student is different and needs to be treated as an individual."

And finally what do the teachers have to say? At the end of a recent school day one said, "We're doing three times as much work this year. You wouldn't have found me here on a Friday afternoon last year. I like it though."

IGE is really two things. It is a way of organizing a school and it is a way of teaching that is new to many teachers in the traditional public school.

The individual ideas making up the program are not new, however, many having been tried before in various forms. What is new is that for the first time these ideas have been assembled and packaged by

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researchers and are being administered to receptive schools by intermediary agencies of trained professionals.

In August, 1971, the University's Center for Educational Improvement (CEI) agreed to serve as IDEA's intermediary agency in Missouri. Ridgeway School is the first school in the state to try the program partly because of considerable interest on the part of faculty and administration.

Columbia's school system was also ripe for change. The Columbia elementary curriculum council, a group of educators, had already drafted a set of beliefs, and had decided that IGE might make them into reality.

Another group of Columbia parents had been urging school officials to consider alternative forms of education for their children. Finally the University's availability to introduce pilot programs into the schools was another factor.

Much of IGE's concept is based on the success of a continuous inservice training program for teachers. Last spring Ridgeway teachers attended six weekly sessions acquainting them with IGE and this summer they were provided with an 11-day, 6-hour-a-day workshop replete with films and sensitivity training.

Teachers have studied IGE's "instructional cycle" which requires all teachers to follow uniform steps including diagnostic pretesting to determine where a child stands in a particular subject, preparation of behavioral goals and planning of individual activities for each child, different grouping methods for instruction, and various ways of evaluating results. In some traditional schools the inclusion of most of these techniques is left up to the individual teacher.

Complete implementation of the program will take three years. IGE's guidelines are now being applied in reading and math and to a lesser extent in other subjects. Total planning enveloping the whole curriculum is too time consuming to be instituted from the start.

Theory aside, what actually goes on in an Individually Guided Education classroom that is observable to the outsider over a short period of time? These impressions were recorded on a Friday afternoon when the reporter was allowed to roam at will through halls and classrooms for two hours, a privilege not extended by most schools to strangers.

In one room are two teachers, a student teacher and about 30 students aged 9, 10 and 11. One teacher is lying on the floor conducting a lesson in phonics with flash cards with six students seated on the floor about her.

The other teacher and the student teacher sit at tables with five or six students each, doing similar reading-related work.

About half the class members, however, are working on their own with workbooks in wooden carrels built especially for the program. A few talk among themselves but nearly always about their work.

One boy is alone in a corner writing a story about a magazine picture pasted in a book. He works diligently to include six relative pronouns in his work.

The atmosphere is informal. No one seems afraid to move or talk. No furtive glances are swapped and no one seems to be feigning work, avoiding it or daydreaming.

The students hardly notice the visitor. Only a few look up from their work and they return to it immediately. Activities go uninterrupted as the reporter roams about the room talking with a few students and looking at their work which shows proficiency in the language arts and is on display on many walls.

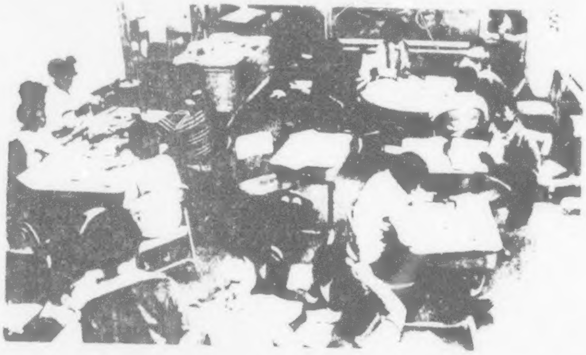
In another room two students are alone together. Instinctively the reporter asks Dr. Wheeler how this can be since it is strictly forbidden in most public schools.

"Look at them and there's your answer," he replies.

The students are unsupervised but they are not "goofing off." They are working. When another group enters the room a few minutes later the original two do not look up but continue silently with their work.

In another room aside from the usual small group activities and independent work a teacher is working with a boy who is apparentl new. They are planning a "learning contract." Learning goals will be agreed upon mutually, written or paper and signed. The boy is sen to a dictionary to look up the meaning of contract.

Then it's time for a new period and chaos momentarily reigns since most of the students are moving on to different groups with different teachers often in different



... happening in Columbia

IGE Classrooms at Ridgeway have many activities going on simultaneously, as in the photo above. Teachers encourage students to work in groups, but those who want to work alone can. The student-teacher relationship is informal, like the teacher on the floor with a small group of students.

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rooms. In most schools such movement is reserved to students on the junior-high level.

"Even I can't remember where they're all supposed to be," says one teacher while helping a small boy determine the location of his next class.

Discipline problems should be at a minimum at a school where individualized techniques are practiced since a student participates in designing his program and evaluating his progress to the degree that the teacher feels he is able. Therefore presumably he is more interested in what he is doing.

The only teacher-student friction noted stemmed from a few relatively large group situations where a few students were talking or noticeably daydreaming. The situations were few and in areas which have not yet felt the complete effects of IGE such as social studies. They were also perhaps appropriate for a late Friday afternoon.

Two small boys who had been sent into the hall from one class said that they preferred the old ways of last year when they had one teacher and spent most of the day in one room and always used the same level textbook. "This year the teachers are stricter," said one apparently unimpressed by his greater degree of mobility.

According to Dr. Wheeler and several teachers, however, this is a minority viewpoint. "The children like the program better and are doing better work. One parent at a recent meeting commented that when her son used to go to school in the morning he would complain that his head hurt and his stomach hurt. Now he rolls out of bed and is eager to go," Dr. Wheeler said.

A teacher said, "The kids are adjusting really well. We were remarking just today at lunch that the lunchline was a lot less wiggly than a few weeks ago."

Another said that some students are having some problems adjusting to working in an independent situation.

Variety is a key idea in IGE's stated approaches to individualized learning. Varying student capacities and interests call for a variety of media (textbooks, audio-visual materials, demonstrations), a variety of instructional situations (large-group lecture to independent study), and a variety of teacher personalities to match children's personalities.

All this variety could not be contained in the traditional classroom with its one teacher and 30 students lined up silently in neat rows doing the same assignment. And IGE makes no bones that "schools must change if they are to educate successfully a generation growing up in a world that differs in important respects from the one that shaped our convictions. . ."

A number of Columbia parents apparently agree. Seventy-five students were transferred by their parents this fell to the Ridgeway School from their former public schools while only two children were transferred out. (Ridgeway teachers were also given a choice. They all remained.)

Despite a new degree of informality and mobility, Ridgeway under IGE is no "free school" of the type advocated by some school critics today where students wander at will or completely design their own programs.

"One of the strange notions that some people are advocating today is that all we need to do is turn kids loose and give them all the freedom we can and we will see more productive things occur," comments Dr. Frederick Geis, associate director of the Center for Educational Improvement.

"With IGE a child has as much freedom as he evidences the capability to use wisely. What we want to do is provide an environment that provides for a students' unique learning style. For some people that means a good deal of structure."

He feels the same thing applies to teachers and thus the training role of CEI. "Now to presume that all you have to do is out a set of materials in the hands of teachers without training them in necessary skills is one of the reasons why a number of desirable innovative programs have failed in this country."

What else is different from what most people remember as their education in an American public elementary school?

The school is organized into "units" rather than grades. For instance Unit C consists of 100 pupils ages 9, 10 and 11, a unit leader, three teachers and instructional aides who may be University students or parents.

"It would be very difficult to conduct this without outsiders' help," says Dr. Wheeler. Besides 12 teachers, Ridgeway also has six full time student teachers, 10 part time student aides, and eight part time parent aides, luxuries to which few public schools have access.

Individually Guided Education has also changed Ridgeway physically. Walls between several rooms have been torn down or opened with large doors to allow greater mobility within units. New carpets make floors suitable places to stretch out and work.

Report cards of the ABC variety are out. When the program is fully implemented a student's work will be evaluated by tests, work samples and teacher observation of his behavior. His progress will be reported to parents at personal conferences but he will not be compared with other students.

A traditionalist will still be able to check standardized test scores that are administered throughout the Columbia School System and show how Ridgeway students compare to students across the country in basic skills, but Dr. Geis feels that this sort of testing is not relevant to IGE's goals.

"It's inappropriate to judge a child's learning growth in relation to his peers or to create a competitive learning situation. We're after a cooperative learning situation where we evaluate the youngster not in terms of other youngsters but in terms of his own abilities."

How much extra has IGE cost Columbia taxpayers? Renovations to the school, some of which were due anyway, totalled $27,310, says Hank Steere, assistant superintendent for instruction. Other costs to date have included $6,000 for CEI services, and approximately $1,000 above the regular cost of new instructional materials. Teachers, meanwhile, received regular salaries for two weeks this summer while in training.

Why should Columbia parents or educators feel that IGE will be any more durable than educational innovations of the past that have bloomed and faded, exposing educators as a group of professionals peculiarly susceptible to fads?

"Most other innovations have failed because they take a piecemeal approach to educational change and the people expected to implement the change have not been adequately trained. It's one thing to have an idea. It's another to put it into practice," says Dr. Geis.

IGE's own promotional literature does offer one warning. "According to IDEA's study of change in education, innovative effort in only one or a few schools almost certainly are doomed to failure because of a resistance to change built into many school systems."

Whether all Columbia parents will have an opportunity, if they want it, to educate their children under more informal modes will depend on discussions now underway between CEI and Columbia school officials.

For John Cleveland Ridgeway, the youthful face above the piano, the new ways may remain mystifying. Educated in an era when many Americans felt that floods of immigrants entering their country were a threat to their way of life, Ridgeway's generation deemed assimilation more important than individuality in the public schools. With new affluence and life styles, however, the education pendulum is swinging in other directions. ■

Article 6

Page 4—COLUMBIA (Mo.) MISSOURIAN, Wed., Dec. 6, 1972

Columbia Tries Open Classrooms

Ridgeway Students Having Fun

By Kim Garretson
Missourian Staff Writer

Unwary visitors at Ridgeway School these days might think they have stumbled onto bedlam instead of an elementary school.

Laughing children cluster in small groups at odd places around the three large rooms which cover the main floor. Some streak down the hallway from room to room, some stand restlessly in corners for punishment. Small desk-filled rooms divided into six grades with the quiet hum of teachers as the only sound are part of the horse and buggy days at Ridgeway.

Individually Guided Education (IGE), an open-classroom method of teaching never before tested in Missouri, is being tried at Ridgeway by the Columbia Public Schools in conjunction with the Center for Educational Improvement (CEI) at the University. After only one month parents, teachers and administrators at Ridgeway are calling IGE the wave of the future.

THE IGE METHOD was developed in 1969 by the Charles Kettering Foundation, a philanthropic group studying education in the United States. It bases instruction on children's individual learning differences instead of age. Team teaching with teachers and parent and student aides is used to allow large group, small group and individual instruction. Six hundred schools in the country are now using the IGE system.

Administrators and teachers are introducing IGE slowly at Ridgeway School to allow the approximately 250 students to adapt to the new learning concepts. Dr. O. V. Wheeler, Ridgeway principal, says the younger students are adapting the fastest: "We're expecting our students to assume some of the responsibility for their education themselves. It's a definite training program for them with supervision from the teachers."

Three units designated A, B and C replace the old six-grade system but age still determines a child's placement to a degree. Unit A is composed of 5 to 7-year-olds, unit B of 8 to 10-year-olds and unit C of 10- to 12-year-olds.

EACH UNIT occupies an entire floor in the school building. Five teachers work with unit A, three with unit B and four with unit C with additional help from the parent and student aides.

Dr. Wheeler says he and the teachers plans to change the IGE program as the children become more accustomed to the change:

"It is a flexible program that evolves to adapt to the needs of the children instead of adapting the children to the needs of the school. I don't feel that we will have IGE completely implemented here for at least three years. It does take time and dedication and you have to make a lot of changes from the start."

Dr. Wheeler says the program has gone smoothly since its introduction with no increase in discipline problems: "The over-all noise level is greater but the children don't seem to notice. They're working in smaller groups so they are more involved with what they are doing."

There are no plans to expand IGE into the other Columbia elementary schools but Dr. Wheeler says he would like to see it introduced in one or two additional schools next fall.

HAROLD STEERE, assistant superintendent of schools, says IGE will be extended to the other schools if the Ridgeway program is a success:

"It would be a gradual thing. We wouldn't want to try it in additional schools if it doesn't work. We are not working in a revolutionary manner but in an evolutionary manner. We want the steps that we take to be well thought through because after all we are dealing with people's children."

Dr. Charles Leonard of CEI says the Center is planning to introduce IGE in other Missouri school districts next fall: "We're shooting to have about 10 IGE programs in operation next fall. We're going to put together some filmstrips on Ridgeway to make it a model. I think it is a good program because I've talked to kids who have been in an IGE situation in five different states and I've yet had one say he didn't like it."

Al Turner, president of the Ridgeway PTA, says his son Mark, a unit A student, has not complained about IGE: "He loves it. I've never seen him more enthusiastic. I think he likes the freedom of the new system best. I hope the other schools go to this."

In one case among the IGE supporters at Ridgeway school the past has not been entirely forgotten. Cheryl Milde, a student aid who spends four and a half-days a week at Ridgeway, says IGE promotes a better attitude among the students but she regrets the lack of the old teacher-student relationships: "I've been here three weeks and I still don't know everybody's name."

Mrs. Nancy Morgan, 2917 Rollins Road, supervises Unit C (fifth and sixth graders) at the Ridgeway School. (Missourian photo by Dick Mappes)

Article 7

PAGE 16—The Columbia Daily Tribune, Columbia, Mo., Thursday, April 5, 1973

School board ponders change in busing policy

By MARK NOBLIN
of The Tribune's staff

In a meeting filled with actions authorizing the furnishing and staffing of Rock Bridge High School, the Columbia Board of Education yesterday also said it needs more time to study a change in transportation policies for Ridgeway Elementary School.

The board, meeting for the first time since Tuesday's election which returned incumbents Ray Lewis and Val Hinshaw to the board without opposition, also voted by acclamation to retain present board officers Ed Bihr as president and Lee Schaperkotter as vice president. Bihr has served as president of the board since 1956. Shaperkotter has served as vice presidence since 1961.

The new board then took up a request by the Ridgeway Elementary School PTA that transportation policies for that school be changed to allow all students attending the school who live further than one mile from it to be eligible for free transportation.

The request stems from the school's unique function of offering an individually guided educational program which allows students to progress at their own rate rather than by grades. Because this is the only program of its kind in the district, school officials voted last year to abolish the boundaries for Ridgeway and allow all students in the district who wish to attend the special program to do so.

However, Ridgeway PTA officials said at yesterday's meeting that many persons who want to send their children to the school are not able to do so because of present transportation policies which prohibit transportation for a pupil outside of the boundaries of his neighborhood school. Ridgeway officials have indicated there is a contradiction between opening the school to all students in the district while at the same time denying these students transportation.

"Many families have had to drop out because they could not provide transportation," Mrs. Janice Fisch, a member of the Ridgeway PTA, said. She said if transportation policies are not changed, the school will lose more students from throughout the district and will become more of a neighborhood school.

The Ridgeway area is predominantly black and already has been cited by the federal Department of Health, Education and Welfare as having a disproportionate number of blacks under desegregation guidelines.

Mrs. Fisch said this problem will get worse if the transportation policies are not amended now so parents can plan on sending their children there next year.

But Supt. of Schools Robert Shaw said the district needs more time before making a decision on the Ridgeway situation. For one thing, he said, the district needs to find out more from HEW as to what the district will be required to do if Ridgeway is in violation of federal guidelines. He also said it would be hard logistically to transport children from all areas of town to one school.

Other problems, he said, are that if Ridgeway transfer students are provided transportation, other students will also request it, and that "it is not correct to assume that Ridgeway will be the only individually guided school for very long." He said Grant Elementary School currently is under consideration for an IGE program.

Upon the recommendation of Shaw, the board then voted to take no action on the matter until further information can be compiled and obtained from HEW. "Because we don't take action now, that doesn't mean we can't consider it later," Shaw said.

The board also set about the business of furnishing the new high school yesterday, by opening bids for bonds to supply the money for completion of the school. Low bidder and winner out of 11 companies submitting bids for the $1.2 million bond sale was Northern Trust Co. and Associates of Chicago, which teamed with United Bank of Kansas City and Illinois Co. to buy the bonds at an average interest rate of 4.90 per cent. The total interest to be paid on the 20 year bonds will be $887,406. This interest rate proved to be more than the rate received by the board for a bond issue last year, which was 4.8 per cent on $1.18 million in bonds.

After accepting the bid for the bonds, the board then began spending the money the bonds would provide. It accepted several bids for the furnishing of Rock Bridge High School including such items as equipment for the kitchen, library and various laboratory classrooms. They also heard a report on improvements at Grant Elementary and Jefferson Junior High Schools to be provided by the bonds.

The board next approved a string of appointments to staff the new high school. Robert Watkins was named assistant principal of the school and Richard Davies was named head football coach and physical education teacher. It was also announced that nine teachers have been approved to be transferred to Rock Bridge from Hickman High School for next fall.

In appointments at other schools to fill the vacancies of staff members leaving those schools to go to Rock Bridge, Gene Huff was named principal of Oakland Junior High School. This appointment will fill the place of Wayne Walker, who will leave Oakland next fall to be principal at Rock Bridge. Huff is now assistant principal at Jefferson Junior High School. He will be replaced in that job by Charles Willard.

In another matter related to Rock Bridge, Russell Thompson, assistant superintendent of schools, announced that students living in the New Haven District will attend the new high school. He said they have been switched from Hickman to Rock Bridge because there has been a decrease of some 40 students within the Rock Bridge boundaries since data used to draw the boundary lines was compiled last October.

In other business, Shaw presented a report showing that the district realistically can hope to give a $200 base salary increase to teachers for next year. However, Shaw also said it is still a possibility that there could be a greater increase, depending on the amount of state funds available. He noted the schools in Missouri had requested $35 million from the state this year, but the governor's proposed budget only calls for $20 million.

Article 8

Ridgeway Presents Its Programs

By Anne Steele
Missourian Staff Writer

The school that identifies its rooms by colors instead of numbers held an open house Tuesday night to acquaint parents with an innovative program that is nearing completion of its first year.

Dr O. V. Wheeler, principal of Ridgeway elementary school, explained that the pieces of red, orange, blue and green paper above the doors have replaced the traditional numbers, because the youngest children can easily understand them. The traditional system of one class one teacher per child, has also been replaced at Ridgeway by IGE — individually guided education.

"The kids aren't forced to go ahead and they're not held back if they can go faster." This was one teacher's description of IGE.

The program began at Ridgeway last fall. Children are organized into units, rather than grades, and have three or four teachers, instead of just one. Pupils work in small groups within their units, and a child may move ahead without having to wait for fall and the promotion to a higher grade.

The children move from room to room throughout the day. During remodeling last summer several walls were torn down and doors removed to allow free movement.

In a brief introduction Tuesday night, Dr. Wheeler said, "We're very happy with our program, very proud of it. The children are happier with the program."

The IGE program has meant a much heavier work load for the teachers at Ridgeway. Wheeler said, "The main achievement has been the staff — they've been the key."

When the decision was made to switch Ridgeway to the IGE program, all the teachers then staffing the school chose to stay and work in the new system. They attended numerous training sessions last summer and during the school year.

The Ridgeway staff admits there were many problems at first. One teacher said the older children had more trouble getting used to the freedom the program allowed than the younger children, who had not been in a strictly regimented system as long. But she added, "We have our direction now and we know where we're going next year too."

Dr. Wheeler explained that the basic philosophy behind IGE is that with the expansion of knowledge, the teaching of facts for their own sake, is outmoded. "Many of the facts we teach now will be obsolete by the time these children reach college," he said. IGE is trying to teach children to work within situations and apply this knowledge to other experiences they will encounter.

A student from any area in Columbia can apply to Ridgeway. There are some vacancies at this time, according to Harold Steere, assistant superintendent of schools. However, the decision to move a child to a new school is a difficult one for parents to make. One woman said she was tempted, but her daughter had already been in three different schools.

Race is another consideration. Ridgeway is presently two-thirds black. One teacher said, "We have had no black-white problems at all." She said conflicts that have occurred have been playground fights, nothing unusual for grade-school children. But some parents present Tuesday said they were apprehensive about sending their children to a predominately black school.

Steere said that racial problems are not the reason for vacancies at Ridgeway, but that transportation has posed a problem. Some parents have had to withdraw their children from the school because transportation was not available.

Mrs. Val Hinshaw, Columbia school board member, said a modified IGE program is being planned for Grant School.

The experimental IGE program will continue at Ridgeway for two more years.

Article 9

Ridgeway to Display Innovative Programs

Ridgeway Elementary School will hold an open house Tuesday for Columbia parents interested in sending their children to the school and starting them in the IGE (Individually Guided Education) program.

The open house, at the school on East Sexton Road, will start at 7:30 p.m. with a brief introduction in the auditorium followed by a tour of the rooms and unit areas. Parents will have an opportunity to talk with the faculty and may make appointments to observe students and the program during the school day.

The IGE program, developed by the Institute for the Development of Education Activities under the auspices of the Charles F. Kettering Foundation, was started at Ridgeway in the fall of 1972.

The school is organized into "units" rather than grades. For instance, Unit A consists of 125 pupils ages 5 to 8, a unit leader, four teachers and instructional aides who may be students or parents. Within the unit, pupils work in small groups. If one student advances faster than the others, he is moved to a more advanced group. If he is unusually bright in one particular subject, he may even move to an upper level unit. In such a setup a child receives instruction aimed precisely at his comprehension level. He does not have to wait for a new school year to begin to be promoted.

The pupils have schedules similar to those found at high school and college levels, Dr. O. V. Wheeler, Ridgeway principal, says. The difference is that these children are not limited to one teacher for the entire year. They may have as many as three or four for one subject, depending on how quickly they advance.

The schedule is flexible. "A bell rings at 8:15 to begin school and if at 8:45 a teacher decides that the kids are climbing the walls, then she takes them out to play," Wheeler says. "There is a bell at the end of each lunch shift and at the end of the school day. Everything else in between is up to the unit."

Confinement to one classroom is obsolete at Ridgeway. Each unit occupies a section of the building and individuals or groups may meet to study in any part of their unit section, even out in the hall. Much of the school has been remodeled, with several walls torn down and doors made larger in order to allow greater mobility within units.

Tucked in what used to be a coat closet is a news room where some students are working together to write a paper. In another room students are studying ecology, a course they chose to study.

"On the whole, all the feedback we've had indicates that the parents seem to be very pleased with the program," Wheeler says. Many parents say children who used to dread school now go eagerly.

Mrs. Janice Fish is one parent enthusiastic about the program. Her daughter went to kindergarten at a different elementary school, and Mrs. Fish says, "I decided to change her as soon as they decided to set the program up. I'm convinced that children's learning is related to developmental stages and these don't always coincide with grade levels. I see this program as a real solution to this problem."

Mrs. Fish is coordinator for the parent volunteer program, a group that tries to recruit volunteers to help teachers with activities and instruction.

She says, "Most parents are not so much against the program as they are hesitant. They're emotionally tied to their neighborhood school and haven't quite seen that we have a very mobile society. I like to see Columbia as my neighborhood."

CASUAL, RELAXED PUPILS at Ridgeway School may not fit the most common concept of elementary education, but school officials are convinced the casual atmosphere is conducive to learning. Under the Individually Guided Education program, the pupils are divided into three units instead of the traditional class designation. (Tribune photo)

Article 10

Public will have chance to learn about special program at Ridgeway

By NANCY PICKERELL
of The Tribune's staff

"To learn how to learn"—that is the principle behind the Individually Guided Education (IGE) program at Ridgeway School, the first of its kind to be implemented in Missouri.

The program, begun about a year ago at the elementary school, has drawn the praise of school officials and staff and the interest and volunteer help of parents and various community members.

Parents and other interested members of the public will have a chance to learn more about the program at an open house scheduled at the school at 7:30 p.m. tomorrow. The open house will include tours and information on the program in addition to visits with Ridgeway teachers.

School principal O.V. Wheeler Jr. encouraged parents who are interested in having their children go to the school to attend the open house.

"We feel this is the direction elementary education is going to take," said Wheeler. "The program attempts to develop self-directed, self-motivated learners ... It makes them more independent and responsible for their own learning."

The pupils are divided in three units. Unit A, which is made up of about 100 of the youngest children, from 5 to 8 years of age, has the entire first floor of the school as its "classroom." A team of five teachers instructs Unit A pupils.

Unit B, with about 70 pupils from 8 to 10 years old, is housed in the west end of the top floor. Three teachers are in charge.

Pupils in Unit C number about 100, ranging in age from 10 to 13 years old. Four teachers instruct pupils in Unit C.

The children may group and regroup anytime the teachers feel it [illegible] the system "a tremendous amount of flexibility."

"Children don't get locked in here," Wheeler said. "They can move at their own pace. Most of the time they are in small groups but if we want, they can be pulled together as a single unit for a special speaker or they can work alone."

Student teachers from the University of Missouri-Columbia and Stephens College, student aides and parent and community volunteers assist each team of regular teachers.

Children attend Ridgeway by request, Wheeler said. The enrollment is open to any pupil in the Columbia public school system.

When the school was selected by the Elementary Curriculum Council—a group of elementary teachers, administrators and supervisors—the 12 teachers at Ridgeway [illegible] offered transfers to another school in the system. All 12 agreed to stay even though it meant about a 50 per cent increase in their work.

Students attending the school were also offered the option of transferring. Wheeler said less than a dozen youngsters exercised the transfer option.

After long training sessions, several parent orientation meetings and a summer of hurried construction to better facilitate the idea of an open classroom where pupils could move about freely, the program got under way last fall.

Wheeler admits there were problems those first months.

"There was a lot of adjustment for the teachers and the students," he said. "I feel that our program finally began to gel around the middle of the year—after Christmas-time.

"If anything, we might have given them (pupils) too much freedom too fast," he said. "We had to start over and train them more thoroughly. Now there might be a little higher noise level, but I like to think it's purposeful."

Visiting one of the units is an education in itself. One very noticeable difference is the lack of disturbance visitors make in the educational process. One may draw a casual glance but no more.

Children are grouped informally around the room, or in some cases are working along in a relaxed atmosphere with the teachers able to move freely throughout the room.

Doorways have been constructed where solid walls used to be and doors—if they exist at all—are open.

The selection of Ridgeway for the pilot program was based on several factors, said Hank Steere, assistant superintendent in charge of instruction for the school district.

The council wanted to offer an optional approach to education for any pupil desiring it and therefore the members chose a school with the greatest possibility for expansion.

Because of the enormous amount of training needed (the staff is committed to three years of year-round training), the council wanted a school with the smallest teacher turnover, Steere said.

Staff commitment was an important factor and the Ridgeway teachers had written to the council requesting the school be chosen for the project.

Another factor in the selection, according to Steere, was that many of the programs which are part of IGE already were being used at Ridgeway.

Steere said that after formal evaluation at the end of the three-year training program, there is a possibility IGE will be spread to other elementary schools.

"But we don't want one educational system in all 13 elementary schools in Columbia," he said. "There is no best way to educate all children and we want to be able to offer options."

Interest in the system has been shown by school officials throughout the state, Wheeler said. "We've also had visitors from foreign countries who found this system unusual and interesting."

"We are real delighted with the progress," Wheeler said. "The teachers are happier, the students are happier and we're making progress."